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ABSTRACT

This statistical profile establishes baseline information about Pacific schools, from which needs can be identified and against which school improvement can be measured. Data were collected from responses to a questionnaire distributed in December 1986. The following jurisdictions responded: (1) American Samoa; (2) Belau; (3) Commonwealth of the Northern Mariana Islands (CNMI); (4) Federated States of Micronesia (FSM); (5) Guam; (6) Hawaii; (7) Kosrae State; (8) Pohnpei State; (9) Republic of the Marshall Islands; (10) Truk State; and (11) Yap State. The data is divided into nine sections: (1) Students; (2) Teachers; (3) Principals/Vice-Principals; (4) Department of Education Professionals; (5) Public School Support Staff; (6) Public School Curriculum and Instruction; (7) Governance and Finance; (8) Services and Activities; and (9) Facilities. A map of the Pacific Islands is included. An order form for Pacific Region Educational Program (PREP) documents is appended. (FMW)

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PROFILE OF PACIFIC SCHOOLS

SECOND EDITION

March 1989

Developed by

The Research and Development Cadre

Pacific Region Educational Program
Center for the Advancement of Pacific Education
1164 Bishop Street, Suite 1409
Honolulu, Hawaii 96813

Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
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FOREWORD

This document is the second edition of the Profile of Pacific Schools which was initially printed in 1987.

Because the first edition was widely used by Pacific Educators and planners as well as institutions in the U.S. mainland, it is now revised to provide updated datas and information so that it maintains its usefulness as a reference and source for planning purposes.

This second edition of the Profile is an outcome of the third year's work of the Research & Development (R&D) Cadre of the Pacific Region Educational Program (PREP), a program of the Center for the Advancement of Pacific Education (CAPE), which is a U.S. Department of Education–funded affiliate of the Northwest Regional Educational Laboratory (NWREL). Its authors, a group of education professionals from Pacific Island departments of education and institutions of higher education, here provide an introduction to the schools in those Pacific jurisdictions within the PREP service region.

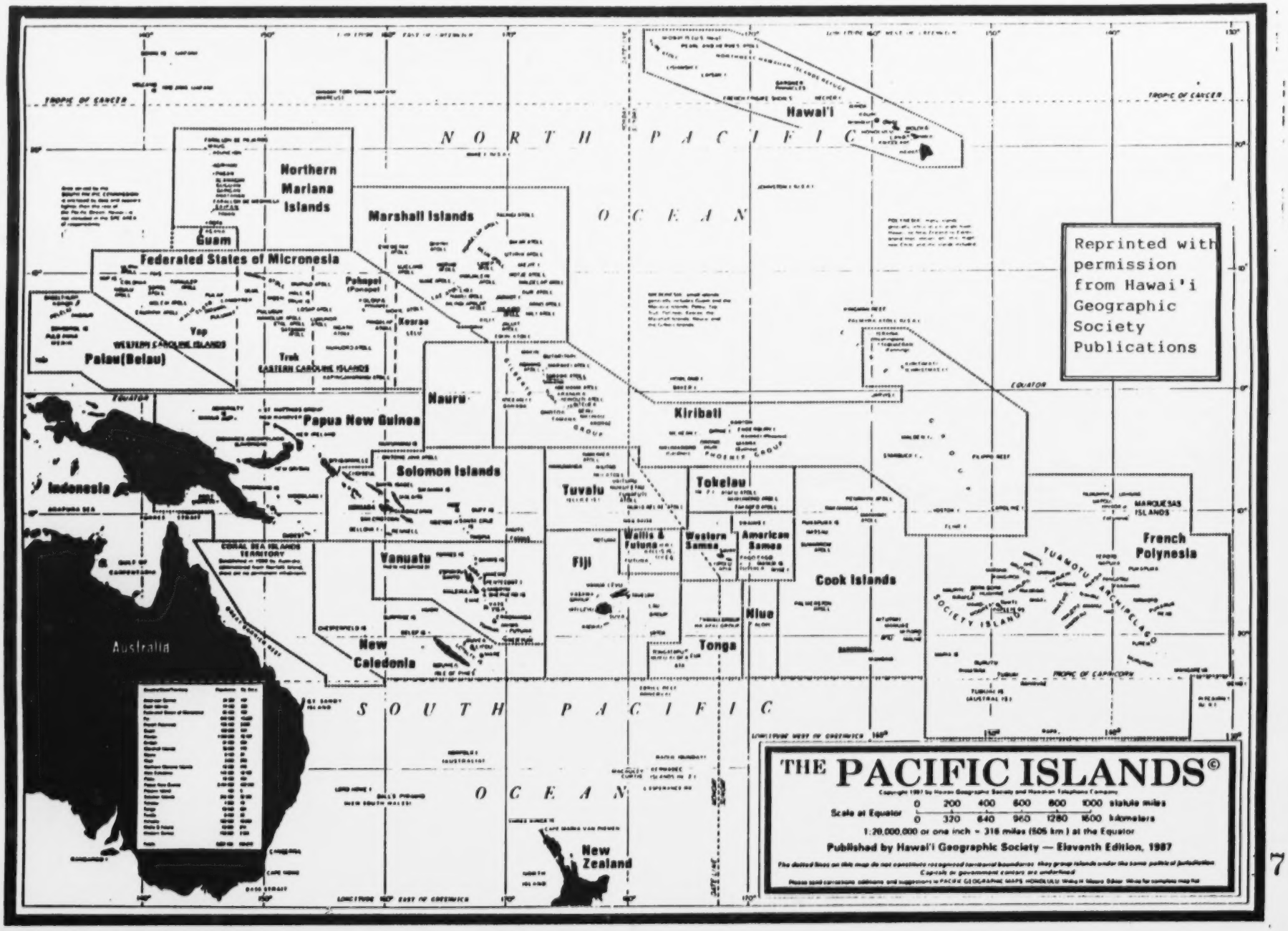
This edition represents diligent work by dedicated educators from all jurisdictions in the PREP region. It is a product of collective and cooperative work by the R&D Cadre to present an updated report on Pacific schools that should be of wide interest, in– and outside of the region. Our process, as well as the document itself, should offer a model for regional educational collaboration. This activity is an on–going collaboration by these authors and other colleagues throughout the Pacific. Readers are urged to view the Profile as a flexible, developing document, a word on the current state of Pacific education.

This introduction describes the region encompassed by the Profile, chronicles the process for development of the Profile, and provides information about the R&D Cadre and the program in which it functions. Further, it suggests how readers may wish to make use of the Profile and outlines plans for expanding and updating the current work.

The Pacific Region Encompassed in the Profile

The Center for the Advancement of Pacific Education is authorized to serve American–affiliated jurisdictions in the Pacific, specifically the State of Hawaii, the Territories of American Samoa and Guam, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, the Republic of Belau and the Republic of the Marshall Islands. Since direct responsiblity for schools lies at the state level in the Federated States of Micronesia (FSM), Kosrae, Pohnpei, Truk and Yap States are represented, as well as the FSM national government.

The region as a whole has a population of almost 1.5 million. It encompasses both Micronesian and Polynesian peoples, as well as a variety of non–indigenous populations. For purposes of orientation, each of the jurisdictions is briefly characterized here.


NORTH PACIFIC OCEAN
SOUTH PACIFIC OCEAN
Hawai'i
Northern Mariana Islands
Guam
Marshall Islands
Federated States of Micronesia
Pohnpei (Ponape)
Kosrae
Yap
Palau (Belau)
Truk
WESTERN CAROLINE ISLANDS
EASTERN CAROLINE ISLANDS
Nauru
Kiribati
Papua New Guinea
Indonesia
Solomon Islands
Tuvalu
Tokelau
Wallis & Futuna
Western Samoa
American Samoa
Fiji
Vanuatu
Cook Islands
Niue
Tonga
New Caledonia
Australia
New Zealand
French Polynesia
MARQUESAS ISLANDS
TUAMOTU ARCHIPELAGO
SOCIETY ISLANDS
CORAL SEA ISLANDS TERRITORY
TROPIC OF CANCER
TROPIC OF CAPRICORN
EQUATOR
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THE PACIFIC ISLANDS©
Scale at Equator
0 200 400 600 800 1000 statute miles
0 320 640 960 1280 1600 kilometers
1:20,000,000 or one inch = 316 miles (505 km) at the Equator
Published by Hawai'i Geographic Society — Eleventh Edition, 1987

American Samoa is located in the mid–South Pacific and totals 76 square miles. The seven volcanic islands are home to a population of 34,000 people. American Samoa is an unchartered territory of the United States, whereby its citizens are U.S. nationals and are able to freely enter the United States.

Belau is the westernmost jurisdiction in Micronesia. It consists of several hundred volcanic islands and a few coral atolls, across a territory of 13,000 square miles and with a population of 15,000 people. Although Belau is still legally a part of the Trust Territory of the Pacific Islands (TTPI), it is in the process of negotiating its compact of free association with the United States. Under the proposed compact, Belau will be a semi–independent nation, controlling its own affairs, but provided with monetary aid and military protection by the U.S.

The Commonwealth of the Northern Mariana Islands (CNMI) is located north of Guam, about 1,000 miles south of Japan. The islands form a chain of 14 volcanic islands, stretching over 375 miles from north to south. The CNMI was formerly also a part of the Trust Territory, however, its people opted in the 1970s to form a closer tie with the United States and became a commonwealth, permanently a part of the United States and U.S. citizens.

The Federated States of Micronesia (FSM) lies just east of Belau in the Caroline Islands. The FSM consists of four states, Kosrae, Pohnpei, Truk and Yap. Its total land mass is 280 square miles and its population numbers 75,000. The FSM jurisdictions were formerly part of the Trust Territory, but it is now a semi–independent nation under a compact of free association with the United States, and like Belau, it receives financial and military benefits in return for exclusive free passage of U.S. military vessels. The FSM compact will be due for renewal in the year 2001.

Kosrae State, consisting of the island of Kosrae, and lying at the eastern end of the FSM, was formerly part of the Ponape District of the TTPI and is the smallest FSM state in population.

Pohnpei State, made up of the central islands of Pohnpei plus outer islands including Pingelap, Mwoakilloa, Sapwvafik, Nukuoro, and Kapingamarangi. Pohnpei State is the national capital of the FSM and site of the Community College of Micronesia.

Truk State, the islands in the Truk Lagoon and outer islands including the Mortlocks and the Halls Islands. Truk State is the most populous of the FSM states.

Yap State lies at the western extreme of the FSM and encompasses a number of outer islands, as well as Yap Island. It is the only entity with high school education provided in the outer islands.

Guam is the southernmost and largest of the Mariana Islands, the largest Micronesian island, with a land mass of 209 square miles. It has a population of 136,000 people. In addition, Guam is a leading U.S. military outpost in the western Pacific, adding 20,000 to its residents. It is an unincorporated territory of the United States. Its people hold U.S. citizenship and, as such, are free to immigrate to the U.S. They cannot, however, vote in U.S. elections unless they are resident in one of the states.

Hawaii, the Pacific Island U.S. state, is both the largest and most populous jurisdiction in the PREP region. The volcanic Hawaiian Islands lie in the northeast of the Pacific and are the center of much trade, commerce and industry for the Pacific as a whole. Hawaii's population is highly diverse and indigenous Pacific Islanders constitute only a minority of its residents. Hawaii's capital city, Honolulu, is the only major urban center in the region, but many Hawaiians also reside in rural and remote areas.

The Republic of the Marshall Islands consists of two chains of coral atolls stretching several hundred miles from north to south. It is located in the northwest section of Micronesia, east of the FSM. Total land mass in the Marshalls is just 66 square miles and its population numbers 30,000. The Marshalls were also a part of the TTPI, but have now negotiated a compact of free association with the United States, under which the citizens direct their own affairs, while the U.S. provides financial and military assistance, in exchange for a lease on some Marshallese land for military purposes.

The Pacific Region Educational Program

The Pacific Region Educational Program (PREP) is a research and devlopment, training, and technical assistance service agency for schools in the region described above. It is one program in the Center for the Advancement of Pacific Education. (CAPE). CAPE is dedicated to building capability in local educational professionals while providing resources for school improvement.

In addition to direct service activities, CAPE is charged with laying the groundwork for the establishment of an independent regional educational laboratory in the Pacific in the 1990s. Affiliated with the Northwest Regional Educational Laboratory (NWREL) in Portland, Oregon, CAPE is headquartered in Honolulu, Hawaii.

CAPE's activities are directed by a Policy Board made up of the directors of education of the jurisdictions in the region, representatives of Pacific higher education, and a representative of the Kamehameha Schools/Bishop Estate, which services ethnic Hawaiian children. Funding for CAPE is provided through contracts with the U.S. Department of Education's Office of Educational Research and Improvement, Washington, D.C., as well as contracts from within the Pacific region.

The PREP Research and Development Cadre

The PREP Program Policy Board recognizes that there is a critical need for basic research and development for and in Pacific schools. The establishment of a regional educational laboratory requires that an agenda for regional R&D be identified and R&D activities be proposed for the laboratory. In order to assure local capacity in the Pacific to carry out the school–based, applied R&D for school improvement, a cadre of professional educators from the region's schools and colleges was assembled to

- Identify R&D needs for Pacific schools
- Conduct applied R&D in Pacific schools
- Recommend to the CAPE Policy Board an R&D agenda for the emerging Pacific regional educational laboratory

The R&D Cadre is composed of two professionals from each department of education in the region and one member of each institution of higher education. Appointed by respective directors and presidents, Cadre members have already undertaken major R&D activities by identifying local research topics, developing research materials and also conducting research–related activities. This second edition of the Profile is an updated and revised product of the R&D Cadre.

Purposes of the Profile

A major purpose of the Profile is to establish baseline information about Pacific schools, from which most important needs can be identified and against which school improvement efforts can be measured. The document is part of a multistrategy approach to creating a general database on Pacific education. It complements Cadre efforts to develop, for example, a computer–based, electronic bibliographic database, as well as PREP's growing document and video library and compilations of information about aspects of Pacific schools, such as its Compendium of Effective Classroom Practices.

The Profile will also serve, we hope, to continue the promotion of region–wide involvement of educators in the tasks of planning, school programming, and general educational improvement programs, as well as R&D. These efforts may spur others to work regionally to synthesize, analyze, and disseminate information on schools and schooling practices to the benefit of all Pacific jurisdictions.

Further, the Profile may address specific information needs already expressed by the region's educational decisionmakers. For example, recent efforts to develop teacher training centers may be aided by the Profile's composite picture of teacher educational background and existing professional development programs.

And, with the goal of a Pacific regional educational laboratory in sight, this document will serve the CAPE Policy Board as it moves forward in institutional planning.

Audiences for this Profile should include Pacific region board members, lawmakers, directors of education, and others who may influence decisions about schooling. Teachers, specialists, and other education professionals may find a wealth of facts suited to informing the directions of their work in improving current school programs. Service providers to the region should also benefit from information here. When it finds its way into libraries and professional reference collections, it should be of value to planners, proposal writers, students and scholars, and governmental agencies. We hope that it will find use among professionals interested in Pacific education who are outside, as well as inside, the region.

The Data Collection Process

The R&D Cadre convened in Seminar in October 1986 at The Kamehameha Schools in Honolulu to address strategies for developing school profiles for the region. In this meeting, Cadre members drafted the ideas, issues and topics that were to be addressed.

In November and December on–site visits were conducted by the PREP staff's Cadre Coordinator to review the questions for the Profile and to assure completeness, congruence with members' ideas, and the survey process. Questions were stated to take into account members' concerns with clarity, accuracy and region–wide comparability. The final version of the questionnaire was distributed to members in December.

Data gathering in each jurisdiction used some or all of the following procedures:

- o surveys and questionnaires conducted with DOE and school staff
- o interviews with DOE staff, teachers,school–level administrators,public officials
- o DOE records and files
- o letters of inquiry by key individuals

Cadre members devoted a month to data gathering, then submitted the information to PREP for the Cadre Coordinator to pull together into a synthesis. The efficiency, effectiveness, and professionalism of the PREP staff enabled Cadre members to review the full, comparative data at our next Seminar.

Convening once again at The Kamehameha Schools in April 1987, Cadre analyzed the regional and jurisdictional data, made additions and corrections, revised question statements, and constructed narratives describing keypoints in the data. In addition, the R&D Cadre presented the model for regional R&D to the National Association for Asian and Pacific American Education, held in Honolulu, alerting professional colleagues to the upcoming publication on Pacific schools. The Cadre decided to offer their findings as a publication entitled Profile of Pacific Schools.

At the April Seminar, Cadre members from departments of education were joined by representatives of higher education. These new members set about to plan a profile of higher education, analogous to the schools profile under preparation.

Members drafted this introduction in May, after we assigned ourselves different sections as developed by the April Seminar. Staff, in the interim, revised the Profile as directed by the Cadre and its final review was conducted by a group of Cadre members in June 1987.

In the first edition, the State of Hawaii was only appended due to time constraints. However, that jurisdiction is now included in the second edition.

This document was then formally and officially presented to the PREP Program Policy Board at its meeting during the Pacific Region Educational Conference in August 1987. While meeting in Pohnpei as a Seminar, Cadre members presented the information in the document and the process of its development at the Conference.

In December 1987, at a PREP R&D Cadre Seminar, the members agreed on updating the Profile. In August 1988, timeline for completing the second edition of the Profile was established. All the jurisdictions in the region adhered to the timeline and provided updated data. In December 1988, the R&D Cadre reviewed the updated draft of the Profile, second edition, and decided to send it to the press.

Throughout, data were solicited for the school year 1987–1988. Where 1986–1987 data were used, this is noted in the tables.

The history of this document is only a part of the living history of the PREP R&D Cadre members' goals to identify and implement culturally compatible strategies for school improvement in the Pacific.

Future Plans for the Profile

This second edition of the Pacific Schools Profile should be distributed throughout the region, to departments of education, institutions of higher education, and private and public institutions and agencies, as well as individuals concerned with schools in the Pacific region. The R&D Cadre hopes to issue further editions as information becomes available and the need arises. Updates of key information will be taken on as a responsibility by the Cadre.

The Northwest Regional Educational Laboratory will be responsible for printing and distributing the Profile. Copies are available at the cost of printing from NWREL's Document Reproduction Services (101 S.W. Main St., Suite 500, Portland, OR 97204, USA; Tel. 503–275–9500). An order form is included on the last page of this document.

Questions about the Profile or the R&D Cadre can be directed to the members through the Cadre Coordinator, Dr. Nancy Faires Conklin (Pacific Region Educational Program, 1164 Bishop St., Suite 1409, Honolulu, HI 96813, USA; Tel. 808–533–2941), or to the members individually, at the addresses given in the member listing, below.

Between now and 1990, the Cadre has a full work schedule. A series of Cadre Seminars will take place at which we will address issues and needs in R&D for improvement of Pacific schools and, with reference to this and subsequent profiles, the importance of a reliable, locally–developed, up–to–date base of information on schooling in the region.

Acknowledgements

This is the second edition of the Profile of Pacific Schools developed for educational systems in the Pacific. As such, it has required the assistance and contributions of many educators and administrators, only a few of whom can be acknowledged here.

Our first acknowledgement must be given to the CAPE Program Policy Board, whose direction has made this work, and the Cadre itself, possible. We are deeply grateful to the Board for its role in providing support, setting policies, and establishing guidelines for R&D Project activities.

We wish to commend the CAPE staff under the direction of Dr. John W. Kofel, who has provided direction, encouragement, and technical assistance for this research endeavor.

Special recognition is given to Dr. Nancy Faires Conklin, PREP Senior Research Associate and R&D Cadre Coordinator, who toiled patiently and diligently with the Cadre members, formulating questionnaires, familiarizing the group with data-gathering procedures, collecting raw data, and providing leadership, as well as assistance, in all tasks.

We extend our appreciation to Dr. Kathleen Busick, Mr. Rioichy Johnny, Mrs. Ayano Baules and Mrs. Rita Inos, PREP Program Specialists, for their insight and assistance.

Members of the R&D Cadre deserve very special recognition for the work of selecting, collecting, verifying, revising, and refining the data which make up this second Profile. In addition, Cadre members prepared this introduction and all other text in the document.

We also wish to thank the directors, ministers, and superintendents of education and presidents of higher education institutions involved in this research project. They selected the members for the R&D Cadre and furnish members with logistical assistance and release time that enabled us to carry out the data collection, as well as participate in the Cadre Seminars.

We also acknowledge the contributions of principals, teachers, and colleagues in our departments for participating in this effort. We owe them great gratitude.

We are also indebted to the chief executives of our governments for their commitment to the development of their jurisdictions' human resources and, in particular, for their interest in the improvement of educational quality in the Pacific region. To lawmakers we extend our appreciation for assistance rendered for educational advancement in the region and, to those who assisted with collection of the data, a special thanks.

We would like to express our sincere appreciation to The Kamehameha Schools/Bishop Estate for being extremely hospitable and generous in offering their facilities to accommodate R&D Cadre Seminars. The atmosphere has been conducive to good research work.

The Northwest Regional Educational Laboratory merits recognition for disseminating this Profile, keeping it available to educators, scholars, and public and private officials and individuals.

We wish to acknowledge that this project would have been impossible without a research and development contract granted by the Office of Educational Research and Improvement of the U.S. Department of Education.

Finally, our thanks go to all other individuals who have contributed directly or indirectly to the success of this research project.

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STUDENTS

TABLE 1. STUDENT ENROLLMENT, BY SEX AND CLUSTERED GRADE

		PUBLIC SCHOOLS							PRIVATE SCHOOLS							TOTAL
		PreK/ Kind.	Gr.1-3	Gr.4-6	Gr.7-8	Gr.9-12	Spec. Ed.	Total Public	PreK/ Kind.	Gr.1-3	Gr.4-6	Gr.7-8	Gr.9-12	Spec. Ed.	Total Private	
ASAMOA	Male	835	1,301	1,371	818	1,491		5,816	128	354	239	116	200		1,037	6,853
	Female	802	1,150	1,077	724	1,363		5,116	127	291	257	136	246		1,057	6,173
	Total	1,637	2,451	2,448	1,542	2,854		10,932	255	645	496	252	446		2,094	13,026
BELAU	Male	149	440	470	340	338		1,737	69	534	533	376	196		1,708	3,445
	Female	160	395	414	323	292		1,584	81	458	463	359	219		1,580	3,164
	Total	309	835	884	663	630		3,321	150	992	996	735	415		3,288	6,609
CNMI	Male	191	750	677	405	673		2,696	112	162	121	70	82		547	3,243
	Female	173	645	621	423	629		2,491	138	140	151	79	87		595	3,086
	Total	364	1,395	1,298	828	1,302		5,187	250	302	272	149	169		1,142	6,329
GUAM	Male	1,093	3,295	3,011	1,969	3,615		12,983	338	446	546	415	495		2,240	15,223
	Female	1,064	3,083	2,874	1,766	3,189		11,976	330	468	573	482	843		2,696	14,672
	Total	2,157	6,378	5,885	3,735	6,804		24,959	668	914	1,119	897	1,338		4,936	29,895
HAWAII	Male	No data by sex														
	Female	No data by sex														
	Total	14,218	40,412	35,745	21,572	45,342	8,951	166,240	5,431	7,703	6,614	5,327	10,736	368	36,179	202,419
KOSRAE	Male	99	330	293	199	279		1,200	6	18	8	0	0		32	1,232
	Female	118	328	297	173	212		1,128	4	9	4	0	0		17	1,145
	Total	217	658	590	372	491		2,328	10	27	12	0	0		49	2,377
MARSHL	Male	No data	1,840	1,588	855	402		4,685	33	518	417	247	467		1,682	6,367
	Female	No data	1,706	1,381	787	391		4,265	30	534	407	272	466		1,709	5,974
	Total	No data	3,546	2,969	1,642	793		8,950	63	1,052	824	519	933		3,391	12,341
POHNPE	Male	120	1,470	1,337	784	525		4,236	37	106	88	57	277		565	4,801
	Female	124	1,374	1,203	738	522		3,961	44	112	87	53	239		535	4,496
	Total	244	2,844	2,540	1,522	1,047		8,197	81	218	175	110	516		1,100	9,297
TRUK	Male	249	2,934	2,537	1,207	1,301		8,228	59	275	233	109	234		910	9,138
	Female	291	2,595	2,165	969	973		6,993	64	293	295	199	149		1,000	7,993
	Total	540	5,529	4,702	2,176	2,274		15,221	123	568	528	308	383		1,910	17,131

TABLE 1. STUDENT ENROLLMENT, BY SEX AND CLUSTERED GRADE (Cont.)

YAP		PUBLIC SCHOOLS							PRIVATE SCHOOLS							TOTAL
		PreK/ Kind.	Gr.1-3	Gr.4-6	Gr.7-8	Gr.9-12	Spec. Ed.	Total Public	PreK/ Kind.	Gr.1-3	Gr.4-6	Gr.7-8	Gr.9-12	Spec. Ed.	Total Private	
	Male	140	446	360	194	415		1,555	29	78	75	35	None		217	1,772
	Female	126	384	348	172	263		1,293	23	61	64	33	None		181	1,655
	Total	266	830	708	366	678		2,848	52	139	139	68	None		398	3,247
REGION[1]																
	Male	2,876	12,806	11,644	6,771	9,039		43,136	811	2,491	2,260	1,425	1,951		8,938	52,074
	Female	2,732	11,660	10,380	6,075	7,834		38,807	841	2,366	2,301	1,613	2,249		9,370	48,358
	Total	19,952	64,878	57,769	34,418	62,215	8,951	248,183	7,083	12,560	11,175	8,365	14,936	368	54,487	302,851

Note

[1] Totals for Male and Female for the Region do not include Hawaii jurisdiction and are not complete.

- There are more boys than girls throughout the grades in the public schools.
- Girls and boys are fairly balanced in numbers in the lower grades of the private schools, however, girls increasingly outnumber boys in the private schools in the middle and upper grades.
- Total student enrollments for individual jurisdictions range from 2,001 to 29,895.
- 34% of the region's students are in the public schools.
- 85% of the region's elementary students are in the public schools.
- 80% of the region's high school (grades 9-12) students are in the public schools.

TABLE 2. GRADE-BY-GRADE PUBLIC SCHOOL ENROLLMENT

	PreK.	Kind.	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Sp.Ed.	TOTAL
ASAMOA	918	719	817	839	795	789	826	833	815	727	716	766	723	649		10,932
BELAU	N/A	309	294	276	235	270	297	317	329	315	192	175	127	136		3,272
CNMI	0	364	510	476	409	440	465	393	420	408	361	339	360	242		5,187
GUAM	370	2,157	2,225	2,114	2,039	2,083	1,988	1,814	1,888	1,847	2,693	1,754	1,253	1,104		25,329
HAWAII	330	13,888	13,975	13,562	12,875	12,162	12,057	11,526	10,707	10,865	11,791	11,454	11,621	10,476	8,951	166,240
KOSRAE	0	217	227	218	213	193	207	190	181	191	148	149	102	92		2,328
MARSHL	0	0	1,361	1,133	1,052	1,046	988	935	826	814	270	239	155	129		8,948
POHNPE	0	244	1,051	917	876	900	871	769	759	763	303	295	251	198		8,197
TRUK	0	540	1,858	1,864	1,807	1,910	1,532	1,260	1,207	969	962	550	443	319		15,221
YAP	0	266	299	294	237	232	246	230	195	171	221	188	151	118		2,848
REGION	1,618	18,704	22,617	21,693	20,538	20,025	19,477	18,267	17,327	17,070	17,657	15,909	15,186	13,463	8,951	248,502

- There were 22,617 children that entered grade 1, while just over 17,000 entered grade 8 and little over 13,000 entered as high school seniors.
- The number of enrolled students represents approximately 27% of the region's population.

TABLE 3. ETHNICITY OF STUDENTS

ASAMOA	Samoan (American and Western), American, New Zealander, Tongan, Filipino, Korean, Chinese, Japanese
BELAU	Belauan, Filipino, Japanese, Korean, Taiwanese, Southwest Islanders, other Micronesian, Caucasian
CNMI	Chamorro, Carolinian, Caucasian, Japanese, Korean, Filipino, Chinese, Micronesian (Belauan, Marshallese, Trukese, Yapese, Pohnpeian)
GUAM	Chamorro, Filipino, Chinese, Japanese, Korean, Vietnamese, Black, other Pacific Islanders, Caucasian, Hispanic, American Indian
HAWAII	American Indian, Chinese, Filipino, Hawaiian, Part-Hawaiian, Japanese, Korean, Portuguese, Spanish, Samoan, Caucasian, Indo-Chinese
KOSRAE	Kosraean, Pohnpeian, Marshallese, Trukese, Filipino, Pinglapese, Palauan, Mokilese, Caucasian
MARSHL	Marshallese, other Micronesian, other foreign
POHNPE	Pohnpeian, Kapingese, Nukuoroan, Mortlockese, Ngatikese, Pingelapese, Mokilese
TRUK	Trukese (Mortlockese, Western Islanders, Lagoonese)
YAP	Yapese, Belauan, Pohnpeian, Trukese, Caucasian, Filipino

- There are over 16 ethnic groups in the region's student population.
- The number of ethnic groups in any one jurisdiction, that is in any one school district, ranges from 7-12.
- Americans and Filipinos are included in the student body in most of the region's jurisdiction.

TABLE 4. PROPORTION OF ETHNIC NATIVES IN THE PUBLIC SCHOOLS

	Grade One	Grade Four	Grade Eight	Grade Twelve
ASAMOA	98%	98%	98%	99%
BELAU	100%	100%	100%	99%
CNMI	No data	No data	No data	No data
GUAM	48%[1]	52%[1]	52%[1]	53%[1]
HAWAII	24%	23%	21%	20%
KOSRAE	97%	96%	96%	97%
MARSHL	Est. 99%	Est. 99%	Est. 99%[2]	Est. 99%[3]
POHNPE	100%[4]	100%[4]	100%[4]	99%[4]
TRUK	No data	No data	No data	No data
YAP	99%[5]	98%[5]	97%[5]	99%[5]
REGION	83%	83%	83%	83%

Notes

1 Only Chamorros are counted as natives.
2 Figures represent the combined grades 1-8 student population.
3 Figures represent the combined grades 9-12 student population.
4 Pohnpeian, Kapingese, Nukuoran, Mortlockese, cNgatikese, Pingelapese, Mokilese counted as native.
5 Yapese, Ulithians, Woleaians, and Satawalese are counted as natives. Outer islanders make up 46%, 42%, 41%, and 34% of the four succeeding grades.

- Ethnic natives make up the vast majority in all reporting jurisdictions except Guam and Hawaii, where nearly half the students are ethnically non-native.
- The proportion of students who are ethnic natives appears to remain stable across the grades, except in Hawaii where natives decline somewhat.

TABLE 5. LANGUAGES IN THE REGION[1]

	Languages Spoken by Native Families	Other Languages Spoken
ASAMOA	Samoan, English	Filipino, Chinese, Korean
BELAU	Belauan, English, Japanese, Trukese (Southwest Islanders only)	Filipino, Trukese (Southwest Islanders Only)
CNMI	Chamorro, Carolinian, English	Filipino, Korean, Chinese, other Micronesian
GUAM	Chamorro, English	Filipino, Chinese, Korean, Japanese, Belauan, other Micronesian
HAWAII	English, Hawaiian	Various. Hawaii is a center for visitors and a port of entry to the United States.
KOSRAE	Kosraean, Pohnpeian, Marshallese, Trukese, Belauan, English	Other Micronesian
MARSHL	Marshallese, English, Gilbertese, Kosraean	Other Micronesian
POHNPE	Pohnpeian, Kapingese, Nukuoroan, Mortlockese (Ngatikese, Pingelapese, Mokilese)[1]	English, other Micronesian, Filipino
TRUK	Trukese (Mortlockese, Puluwatese, Lagoonese)	English, other Micronesian
YAP	Yapese, (Ulithian, Woleaian, Satawalese, English)	Belauan, Filipino

Note
[1] Parentheses indicate dialects.

- The number of indigenous languages spoken in a single jurisdiction ranges from 1 to 4.
- Most jurisdictions have more than one indigenous language represented.
- English is spoken in all jurisdictions.
- Some indigenous families use English as the language of the home.
- There are more than 31 languages and dialects spoken in the region.

TEACHERS

TABLE 6. PUBLIC SCHOOL TEACHING STAFF, BY SEX, AGE, JOB EXPERIENCE, ETHNICITY, AND CERTIFICATION STATUS

	SEX		AGE			JOB EXPER. IN YEARS				ETHNICITY		CERTIFICATION STATUS		TOTAL
	Male	Female	-25	26-55	56+	0-4	5-9	10-14	15+	Native	Other	Required	Certified	
ASAMOA	337 59%	226 41%	47 8%	469 78%	87 14%	No data				492 81%	111 19%	AA, BA	603 100%	603
BELAU	109 41%	156 59%	No data			51 19%	28 11%	38 14%	148 58%	256 97%	9 3%	AA,AS	265 100%	265
CNMI[1]	136 48%	149 52%	14 5%	271 95%	0	57 20%	43 15%	85 30%	100 35%	217[2] 76%	68 24%	BA+[3]	285 100%	285
GUAM	355 22%	1,230 88%	66 4%	1,347 84%	19 12%	No data				681[4] 43%	904[4] 57%	Varies	1,585 100%	1,585
HAWAII	No data		No data			No data				No data		No data		No data
KOSRAE	127 82%	28 18%	16 10%	146 89%	1 1%	48 31%	59 38%	13 8%	26 18%	147[5] 95%	4[5] 4%	AA	155[6]	155
MARSHL[7]	240 70%	104 30%	10 3%	300 89%	28 8%	95 28%	55 16%	51 5%	137 41%	320 93%	24 7%	AA,AS	208 62%	344
POHNPE[8]	282 76%	91 24%	22 6%	342 92%	9 2%	59 16%	97 26%	78 21%	139 37%			AS,BA	363 97%	373
TRUK	583 69%	256 31%	36 4%	709 84%	14 2%	197 23%	270 32%	83 10%	262 31%	820 98%	19 2%	AS, and exper	788 94%	839
YAP	153 77%	45 23%	17 9%	175 88%	6 3%	53 27%	65 33%	40 20%	40 20%	No data		AS+[9]	180 91%	198
REGION	2,322+	2,285+	228+	3,759+	164+	560+	617+	388+	852+	2,933+	1,139+		4,432+	4,647+

Notes

1 CNMI data are for 1985-86.
2 Native teachers in CNMI include Chamorros (n=166; 58% of all teachers and 76% of native teachers) and Carolinians (n=51; 18% of all teachers and 24% of native teachers).
3 Bachelor plus 15 credits of education is required.
4 Only Chamorros counted as native.
5 Ethnicity of 4 teachers in Kosrae is unknown.
6 Of these, 122 are continuing certificates, 32 are temporary certificates, and 1 is a special certificate.
7 Excludes cultural teachers
8 Pohnpei data includes Peace Corp Volunteers
9 Continuation toward bachelor degree is required.

- Data on the teaching staff characteristics are incomplete and partial; conclusions here can only be tentatively drawn.
- Men predominate in the teaching staff in the public schools in 6 of the 9 reporting jurisdictions.
- Most teachers are in the 26-55 age group; 4% can be expected to reach retirement age in the next 10 years.
- Regionally, 72% of teachers are ethnic natives.
- Most jurisdictions have ethnic natives predominating, however, in Guam non-natives make up 57% of the teaching staff.
- The minimum certification requirement is an associate degree, however, some jurisdictions require higher levels of training for certification.
- Most of the region's teachers are certified.

TABLE 7. PRIVATE SCHOOL TEACHING STAFF, BY SEX

	SEX		TOTAL
	Male	Female	
ASAMOA	32 32%	67 68%	99
BELAU	37 50%	37 50%	74
CNMI	25 29%	63 71%	88
GUAM	87 32%	188 68%	275
HAWAII	No data available		
KOSRAE	[Not applicable; no private schools]		
MARSHL	103 54%	86 46%	189
POHNPE	45 54%	39 46%	84
TRUK	31 47%	35 53%	66
YAP	3 33%	14 67%	17
REGION	363+	529+	892+

- Women predominate in the teaching staff of the private schools.
- Generally, public schools have little data on the teaching staff of the private schools.

TABLE 8. PUBLIC SCHOOL STUDENT:TEACHER RATIO

	Official	Actual
ASAMOA	1:20	1:23
BELAU	1:25	1:12
CNMI	1:30	1:20
GUAM	1:25	1:17
HAWAII	1:26	Less
KOSRAE	1:25	1:17
MARSHL	1:25	1:21
POHNPE	1:30	1:26
TRUK	1:30	1:21
YAP	1:25	1:10

- Most of the region's districts have a policy on student:teacher ratio.
- Student:teacher ratio policies range from 1:20 to 1:30.
- Although some of the region's classrooms exceed the policy ratio, many are below.
- Schools with low student:teacher ratio are often in outer islands or remote locations.

TABLE 9. DISTRIBUTION OF TEACHING STAFF ACROSS GRADES

	PUBLIC SCHOOLS						PRIVATE SCHOOLS						TOTAL
	PreK/ Kind.	Gr.1-3	Gr.4-6	Gr.7-8	Gr.9-12	Total Public	PreK/ Kind.	Gr.1-3	Gr.4-6	Gr.7-8	Gr.9-12	Total Private	
ASAMOA	101	132	127	84	197	641	15	31	24	16	26	112	753
BELAU	37[1]	/----Gr.1-8 = 199----/			40	276	10[1]	/------Gr.1-8 = 29 ---/			44	83	359
CNMI	16	/--------Gr.1-12 = 239--------/				255	7	/---------Gr.1-12 = 43---------/				50	305
GUAM	92	292	/--Gr.4-8 = 522--/		351	1,257	25	39	39	30	43	176	1,433
HAWAII	/-Gr.K-6 = 4,097-/-Gr.7-12 = 3,274-/					7,371[2]	No data available						7,371
KOSRAE	4	37	33	30	35	139	/----------Kind.-Gr.12 = 2------/					2	137
MARSHL	/----Gr.1-8 = 282----/--Gr.9-12 = 62--/					344	/----Gr.1-9 = 139----/-Gr.9-12 = 79---/					218	562
POHNPE	32	90	98[3]	71[4]	50	341	4	16	9	6	60	95	436
		/-----Gr.2-7 = 7-----/											
TRUK	54	373	357	235	153	1,172	4	28	34	31	55	152	1,324
YAP	No data						None	6	6	3	None	15	15+

Notes

1 Only American Samoa and Guam have prekindergarten.
2 Includes 7 teachers of grades 3-4 and 7 teachers of grades 3-6.
3 Includes 9 teachers of grades 6-7.
* Only kindergarten; no prekindergarten
** Total includes 842 special education and 13 elem/sec.

- Data on grade assignments of teachers are somewhat incomplete and the conclusions here can be only tentatively drawn.
- Many of the region's teachers are responsible for multi-grade classrooms.
- Data on teacher educational backgrounds are somewhat incomplete and conclusions here can be only tentatively drawn.
- For public school teachers whose degree status is known, 84% have attained an associate degree, 51% have attained a bachelor dgreee, and 15% have attained a graduate degree.
- In reporting jurisdictions, approximately 34% of the public school teachers are actively working on a degree.

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TABLE 10. EDUCATIONAL BACKGROUND OF PUBLIC SCHOOL TEACHERS

	HIGHEST DEGREE EARNED[1]				SEEKING DEGREE			
	HS	Assoc.	Bachel.	Master/ Doctor	Assoc.	Bachel.	Master	Doctor
ASAMOA	98	264	205	74	48	124	65	0
BELAU	0	45	50	3[2]	0	45	0	0
CNMI[3]	126	84	144	33[4]	126	84	0	0
GUAM	161	0	875	549[5]		No data[6]		
HAWAII	0	36	7,429	1,896		No data[7]		
KOSRAE	30	101	23	0	30	92	2	0
MARSHL	147	184	12	1	140	4	0	0
POHNPE[8]	81	219	38	3	81	8	1	0
TRUK[9]	No data	588	195	5[10]	110[11]	300	107	0
YAP	0	72	26[12]	0	95[13]	66	0	0
REGION	643+	1,593+	8,997+	2,564+	630+	723+	175+	0+

Notes

1 Not all teachers' educational status is known.
2 Education status of 40 teachers unknown.
3 CNMI data are for 1985-86. Figures include classroom aides, as well as teachers.
4 More degrees accounted for than teachers listed.
5 Includes 6 holding doctoral degrees.
6 Data for Guam will be forwarded.
7 Each year DOE provides 50 slots for leave with pay for professional improvement.
8 Pohnpei data includes Peace Corps Volunteers; 13 BA and 1 MA.
9 Truk data are for 1985-86.
10 Education status of 51 teachers unknown.
11 In addition, 8 teachers are working toward high school diploma completion.
12 Twelve Peace Corp volunteers are included in Bachel. column. Degree earned.
13 In addition, 1 teacher is working toward high school diploma completion.

TABLE 11. PROFESSIONAL DEVELOPMENT OFFERED FOR PUBLIC SCHOOL TEACHERS

	STAFF DEVELOPMENT OFFERED		DEGREE PROGRAMS OFFERED	
	Topics	Providers	Conditions	Providers
ASAMOA	Content areas; methods	NWREL, UH CCAS, PREP	Case-by-case basis; salary is given	UH, BYU, CCAS
BELAU	Content areas; methods	Interface, PREP	Toward degree upgrading; return to job	UOG, SJSU USIU, UH
CNMI	Current ed. issues; general develop.	BEAM, PREP, NWREL, UH,	15 credits/year toward DOE certification standard	NMC, UOG, SJSU, UH
	Upgrade levels of competencies	UH, UOG, EOSC, COM	No data	UH, UOG, EOSC, COM
GUAM	Program implement-ation, instruct. method, certficatn.	DOE central office staff	Need certification, etc.; salary is given	UOG
HAWAII	All content areas and teaching methodology	DOE, UH offered	50 sabbaticals	Any accredited institution of higher education
KOSRAE	Methods	BEAM, PREP, ADAP	Salary given	UOG,COM
MARSHL	Teaching methods and academic areas	DOE specialists, UOG, UA, CCM	Must be full time to receive salary	COM, UH, UOG
POHNPE	Curriculum devel. and implementation	DOE specialists	Credit	UOG
TRUK	Upgrade skills in content areas & leadership	UOG, CCM, PREP	Salary given up to nine months	CCM, UOG
YAP	Upgrade skills, whole language, multigrade mgmt.	Curric. staff, BEAM, PREP, Interface	Minimum 6 credits; must be full time to receive salary	UOG, COM

- Staff development is offered to public school teachers in all the region's jurisdictions.
- Topics for staff development are diverse, but most focus on classroom practices.
- Staff development is offered to public school teachers by a wide range of agencies and institutions and also by the staff of the region's departments.themselves.

- Most teachers receive salary while participating in degree programs.
- Most degree programs for public school teachers are offered by institutions in the region, however, mainland colleges are also represented.

TABLE 12. PUBLIC SCHOOL TEACHERS' ANNUAL SALARIES[1]

	Minimum	Average	Maximum
ASAMOA	$ 7,183	$11,845	$24,694
BELAU	$ 6,240	$10,400	$14,560
CNMI	$10,233	No data	$27,084
GUAM	$13,081	$24,037	$34,994
HAWAII	$21,561	$27,500	$42,213
KOSRAE	$ 3,511	$ 6,023	$ 9,035
MARSHL	$ 3,115	$ 5,306	$10,025
POHNPE	$ 3,931	$ 5,525	$10,840
TRUK	$ 4,010	$ 5,624	$ 9,872
YAP	$ 2,808	$ 5,845	$ 9,027

Note,
[1] Excludes expatriate contract teachers.

- Region-wide, public school teacher salaries range from a low of $2,808 to a high of $42,213.
- Average salaries for public school teachers range from $5,306 to $27,500.
- Expatriate contract teachers may receive higher pay than regular teachers in the jurisdiction's public schools.

PRINCIPALS/VICE PRINCIPALS

TABLE 13. PUBLIC SCHOOL PRINCIPAL AND VICE-PRINCIPAL STAFF, BY SEX, AGE, JOB EXPERIENCE, ETHNICITY, AND CERTIFICATION STATUS

	SEX		AGE			JOB EXPER. IN YEARS				ETHNICITY		CERTIFICATION STATUS		TOTAL
	Male	Female	-25	26-55	56+	0-4	5-9	10-14	15+	Native	Other	Required	Certified	
ASAMOA	43	21	0	58 91%	6 9%	32	14	11	7	59	5	MA	603	603
BELAU	26	3		29 100%		0	0	2	27	29	0	AA, AS	29	29
CNMI	18	12	0	30 100%	0	2	25	3		30	0	BA+30credit +5yrs exper.		30
GUAM	29	72		No data			No data			42[1]	15	MA + 2 yrs. teaching exp.		101
HAWAII	215	163	0	314	64							See Note #2		
KOSRAE	11	0	0	10 91%	1 9%	8	2	1	0	11	0	AS	11	11
MARSHL	30	0	0	25 83%	5 17%	1	3	5	21	28	2	AS	30	30
POHNPE	29	4	0	32 97%	1 3%	2	1	0	30	33	0	None	33	33
TRUK[3]	74	9	0	71 86%	12 14%	3	2	7	71	83	0	AS	No data	83
YAP	34	1		97%	3%	1	1	2	5	33	2	AA,AS	16	35
REGION	509	285	0+	569+	89+	49+	48+	31+	161+	348+	24+		213+	416

Notes,

[1] Only Chamorros counted as native.

[2] Required is DOE selection and certification process. All 378 principals/vice-prin. are certified as school administrators, as required by above code.

[3] Truk data are for 1985-86.

- Data on characteristics of principals and vice-principals are somewhat incomplete and conclusions drawn here are tentative.
- Approximately 68% of the principals/vice-principals are men.
- Over 90% of principals/vice-principals are between 26 and 55 years of age; 10% can be expected to reach retirement age in the next 10 years.
- Over 80% of principals/vice-principals have over 15 years job experience.
- 90% of principals/vice-principals in reporting jurisdictions are ethnic natives.
- Only a few jurisdictions have special certification for principals.
- All principals reported are certified, at least at the level for classroom teachers.

TABLE 14. EDUCATIONAL BACKGROUND OF PUBLIC SCHOOL PRINCIPALS AND VICE-PRINCIPALS[1]

	HIGHEST DEGREE EARNED				SEEKING DEGREE			
	HS	Assoc.	Bachel.	Master/ Doctor	Assoc.	Bachel.	Master	Doctor
ASAMOA[2]		13	28	23		13	21	2
BELAU	6	10	2	0	6	10	0	0
CNMI	0	0	25	5	0	0	25	0
GUAM	0	0	9	51	0	0	No data	
HAWAII[3]								
KOSRAE	0	9	2	0	0	8	2	0
MARSHL	0	25	5	0	0	0	0	0
POHNPE	0	27	10	1	0	4	0	0
TRUK		No data				No data		
YAP		13	3	0	4	15	0	0

Notes

[1] Educational background of some principals and vice-principals unknown.

[2] Figures for American Samoa include all building-level administrative /managerial staff.

[3] See Table 21. All educational officers are included in count.

- Data are insufficient to draw region-wide conclusions about the degree status of public school principals.
- Many principals/vice-principals for whom data is reported are seeking degrees of bachelor or master.

TABLE 15. PROFESSIONAL DEVELOPMENT OFFERED FOR PUBLIC SCHOOL PRINCIPALS AND VICE-PRINCIPALS

	STAFF DEVELOPMENT OFFERED		DEGREE PROGRAMS OFFERED	
	Topics	Providers	Conditions	Providers
ASAMOA[1]	Procedures and methods; communications	Central Office ASB Personnel Office	Case-by-case basis	UH, NWREL CCAS, UCSD
BELAU	Management; evaluation; curriculum	Interface, PREP	Toward degree upgrading; return to job	UOG, San Jose University, USIU
CNMI	Leadership curriculum; evaluation	BEAM, PREP, NWREL UOG, UH	Case-by-case basis	NMC, UOG, SJSU
GUAM	Instructional leadership	DOE administration	Lack of certif., etc.	UOG, UO
HAWAII	Supervision, administration, instructional leadership skills	DOE, UH	7 sabbaticals offered to all educational officers	Any accredited institution of higher education
KOSRAE	School climate; effect. schooling; curr. alignment	UOG, NMC, CCM CAPE	Degree work	UOG, CCM
MARSHL	Ed. leadership	Consultants (BEAM, PREP)	Full-time study	COM, UH, UOG
POHNPE	Curriculum develop. implementation, proposal develop. instructional leadership	DOE staff/UOG CAPE	Full-time study/ 3rd year study program toward degree	CCM/UOG

TABLE 15. PROFESSIONAL DEVELOPMENT OFFERED FOR PUBLIC SCHOOL PRINCIPALS AND VICE-PRINCIPALS

	STAFF DEVELOPMENT OFFERED		DEGREE PROGRAMS OFFERED	
	Topics	Providers	Conditions	Providers
TRUK	Certification; degree work	BEAM, PREP, UOG, CCM	Not to exit DOE for 9 months	CCM, UOG
YAP	Management & leadership certification; degree work	BEAM, PREP, Interface, DOE	Minimum 6 credits for full salary	UOG, COM

Note [1] Figures for American Samoa include all building-level administrative/managerial staff.

- Jurisdictions in the region offer staff development for their public school principals.
- Staff development for public school principals/vice-principals ranges over a diversity of topics, however, many have to do with leadership.
- Staff development for public school principals/vice-principals is provided by a variety of agencies and institutions, most in the region.
- Most principals receive salary while participating in degree programs.
- Most degree programs are offered by colleges in the region.

TABLE 16. PUBLIC SCHOOL PRINCIPALS' AND VICE-PRINCIPALS' ANNUAL SALARIES

	Minimum	Average	Maximum
ASAMOA	$16,894	$21,710	$26,053
BELAU	$ 8,384	$12,744	$17,104
CNMI	$15,095	No data	$28,438
GUAM	$30,662	$40,261	$49,859
HAWAII	$28,108	$34,500	$58,151
KOSRAE	$ 5,256	$ 7,462	$ 9,667
MARSHL	$ 7,255	$ 8,376	$12,000[1]
POHNPE	$ 9,102	$11,149	$14,506
TRUK	$ 6,440	$ 8,441	$11,064
YAP	$ 4,243	$ 6,075	$ 9,568

Note
[1] Excludes expatriates

- Region-wide, public school principal/vice-principal salaries range from a low of $4,243 to a high of $58,151.
- Average public school principal/vice-principal salaries range from $6,075 to $40,261 in the region.

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DEPARTMENT OF EDUCATION PROFESSIONALS

TABLE 17. DEPARTMENT OF EDUCATION PROFESSIONAL STAFF, BY SEX, AGE, JOB EXPERIENCE, ETHNICITY, AND CERTIFICATION STATUS

	SEX		AGE			JOB EXPER. IN YEARS				ETHNICITY		TOTAL
	Male	Female	-25	26-55	56+	0-4	5-9	10-14	15+	Native	Other	
ASAMOA	36	16		45	7	19	16	14	3	43	9	52
BELAU	9	7		16 100%		3	2	1	10	16	0	16
CNMI[1]	13	9	0	22 100%	0		No data			63[2]	7	22
FSM	8	2	1 10%	9 90%	0	0	2	1	6	9	1	10
GUAM	26	37	0	63	0		No data			No data		63
HAWAII	142	88	0	164	66		No data			49	181	230
KOSRAE[3]	26	2	0	28 100%	0	11	14	3	0	26	2	28
MARSHL[4]	36	7	0	40 95%	3 5%	9	10	12	12	40[5]	3[5]	43
POHNPE[6]	17	3	0	20 100%	0	1	3	6	10	18	2	20
TRUK	39	4	4[7] 9%	39[7] 86%	0[7]	8[7]	12[7]	1[7]	22[7]	43	0	43
YAP	35	5	0	40 100%	0	17	19	0	4	38	2	40
REGION	387+	180+	5+	486+	76+	68+	78+	39+	67+	297+	207+	567+

Notes

1 Data are for 1985-86 and include managers and specialists.
2 Chamorro 53; Carolinian 10.
3 Includes specialists, coordinators, and administrators.
4 Includes administrators, coordinators, supervisors, and specialists.
5 Ethnicity of three DOE professionals not known.
6 Includes administrators, coordinators, and specialists.
7 Job experience of 1 professional staff members not known; age of 2 professional staff not known.

- Data on characteristics of Department of Education professional staff are incomplete; conclusions drawn here are tentative.
- Approximately 68% of Department of Education professional staff are men.
- Region-wide, the proportion of ethnic natives comprising the Department of Education professional staff ranges from approximately 50% to 60%.
- In reporting jurisdictions, 86% of the Department of Education professional staff are in the 26-55 age group; approximately 13% can be expected to reach retirement age in the next 10 years.

TABLE 18. EDUCATIONAL BACKGROUND OF DEPARTMENT OF EDUCATION PROFESSIONALS

	HIGHEST DEGREE EARNED					SEEKING DEGREE			
	HS	Assoc.	Bachel.	Master/ Doctor	TOTAL	Assoc.	Bachel.	Master	Doctor
ASAMOA	0	4	17	31[1]	52	0	0	8	3
BELAU	55	19	23	4	101	0	2	0	0
CNMI[2]	1	4	10	7	22	0	2	3	0
FSM	0	2	5	3	10	0	0	3	1
GUAM	12	1	5	45	63	0	0	No data	
HAWAII	0	3	338	297	638	No data[3]			
KOSRAE	6	11	10	1	28	6	11	9	0
MARSHL	0	24	17	2	43	0	1	1	0
POHNPE	1	13	4	2	20	0	13	1	0
TRUK	1	1	3	1	6	0	0	0	0
YAP	11	19	9	1	40	13	16	0	0
REGION	87	101	441	394	1023	19	45	25	4

Notes:
[1] Includes 6 doctor degree holders.
[2] Data are for 1985-86.
[3] Each year DOE provides 7 slots for leave with pay for professional improvement

- Over half of the Department of Education professional staff in the region hold an associate or higher degree.
- Nine percent of professional staff are working on higher degrees.

TABLE 19. PROFESSIONAL DEVELOPMENT OFFERED FOR DEPARTMENT OF EDUCATION PROFESSIONALS

	STAFF DEVELOPMENT OFFERED		DEGREE PROGRAMS OFFERED	
	Topics	Providers	Conditions	Providers
ASAMOA	Supervision and communication	Central Office, Personnel Office, ASG	Job related activities; salary is given	CCAS, UCSD, BYU, UH
BELAU	Supervision, monitoring, evaluation	Interface, PREP	Toward degree upgrading; return to job	UOG, SJSU USIU, UH
CNMI	Classrm observation; program eval; supv/ mgmnt; curric. dev.	NWREL, UH, PREP, DOE	Salary increase after 120 sanctioned workshop	UH, SJSU UOG
FSM	Admin. services	EWC, UH, PREP, NWREL, UOG	No data	EWC, UH, PREP, NWREL, UOG
GUAM	Instructional leadership	UOG, DOE staff	Salary received; lack of experience, etc.	UOG, UO
HAWAII	Supervision, administration, instructional leadership skills	DOE, UH	7 sabbaticals offered to all educational officers	Any accredited institution of higher education
KOSRAE	Onward to Excellence Math curric. dev. Test dev.	ADAP, CCM, UOG CAPE, TEAM	Salary given	UOG, CCM
MARSHL	Curriculum dev.; management	UOG, UH, PREP, BEAM, COM	Salary given	COM, UH, UOG
POHNPE	Curriculum develop. monitoring-evaluation	PREP, UOG	Credit	UOG

TABLE 19. PROFESSIONAL DEVELOPMENT OFFERED FOR DEPARTMENT OF EDUCATION PROFESSIONALS (Cont.)

	STAFF DEVELOPMENT OFFERED		DEGREE PROGRAMS OFFERED	
	Topics	Providers	Conditions	Providers
TRUK	Staff development	PREP, UOG	Not to leave DOE for 9 months	UOG
YAP	Five-year planning, curric. development	BEAM, PREP, etc.	Min. 6 credits to receive full salary Educational leave will pay 1 year	COM, UOG

- Jurisdictions in the region offer professional development for their Department of Education professsonals.
- Staff development offered for Department of Education professional staff prominently features supervision, administration and curriculum development.
- A variety of agencies and institutions offer staff development for department of education professionals; most of them are from the region.
- Most Department of Education professionals receive their salaries while participating in degree programs.
- Most degree programs for Department of Education professionals are offered by institutions in the region.

SUPPORT STAFF

TABLE 20. SUPPORT STAFF, BY SEX AND AGE

	SEX		AGE			TOTAL
	Male	Female	-25	26-55	56+	
ASAMOA	167	138	39	231	35	305
BELAU	48	80		No data		128
CNMI[1]	33	39		No data		72
FSM	0	4	0	4 100%	0	4
GUAM	No data			No data		
HAWAII	732	1,746	2%	75%	23%	2,478
KOSRAE	28	26	8 15%	44 81%	2 4%	54
MARSHL	46	14	2 3%	50 83%	8 14%	60
POHNPE	13	10	0	23 100%	0	23
TRUK	39	25	2 3%	46 72%	16 25%	64
YAP	14	11	1[2] 2%	242[2] 98%	0[2]	25
REGION	1,120+	2,095+	52+	422+	61+	3,213

Notes:
[1] Data are for 1985-86.
[2] Age of 3 support staff unknown.

- Data on characteristics of public school support staff are incomplete; conclusions drawn here are tentative.
- Over 70% of the public school support staff are in the 26-55 age range; 12% can be expected to reach retirement age in the next 10 years.
- The number of support staff exceed the number of Department of Education professionals, except at the FSM National, which does not administer schools.

TABLE 21. SUPPORT STAFF ANNUAL SALARIES, BY JOB CATEGORY

	Tchr./Lib. Aide	Secrtry.	Admin. Special.	Admin. Assist.	Clerk	Accntant.	Manager	Cook	Driver	Main-tenance	Security	Custod.	Special Workers	Graphic Artist
ASAMOA														
Min.	$5,270	$5,423		$9,186	$4,903	$8,666	$16,780	$4,867	$5,844	$5,283	$6,937	$4,929		
Av.	$8,405	$8,186		$10,964	$6,093	$12,369	$18,174	$6,645	$6,826	$7,356	$9,149	$5,810		
Max.	$11,611	$12,306		$13,071	$8,061	$16,951	$19,120	$9,212	$8,544	$13,646	$12,147	$6,593		
BELAU														
Min.	$4,148[1]	$4,427	$9,698	$7,991	$5,040	$7,142		$4,031	$5,387	$5,227	$4,914	$4,031		$5,847
Av.	$8,724[1]	$6,617	$10,677	$8,385	$5,227	$7,909		$4,836	$6,019	$6,425	$5,514	$4,152		$6,112
Max.	$13,300[1]	$8,087	$15,677	$9,739	$5,049	$8,676		$5,641	$6,650	$7,623	$6,115	$4,272		$6,377
CNMI														
Min.	$6,284	$7,634	$9,275	$8,414		$11,269		$7,634	$7,634	$7,634		$7,634		
Av.	No data on average salaries													
Max.	$14,337	$11,831	$16,638	$13,042		$25,794		$11,831	$11,831	$11,831		$11,831		
FSM Min.	No data													
Av.	No data													
Max.	No data													
GUAM														
Min.	$10,275	$12,245		$15,187	$10,985	$21,817	$15,187[2]	$12,009				$10,801		
Av.	$12,646	$14,951		$16,942	$12,696	$22,207	$16,422[2]	$12,857				$12,409		
Max.	$15,017	$17,657		$18,697	$14,407	$22,597	$17,657[2]	$13,705				$14,017		
HAWAII														
Min.	$11,532	$13,344		$3,344	$11,196	$15,204		$15,492			$11,880	$14,532		
Av.	No data on average salaries													
Max.	$19,248	$23,880		$26,136	$20,040	$37,644		No data			$17,112	$19,512		
KOSRAE														
Min.	$2,545			$2,745	$2,345			$2,345				$2,645		
Av.	$2,545			$3,095	$2,545			$2,745				$2,862		
Max.	$2,545			$5,256	$2,862			$3,211				$3,328		
MARSHL														
Min.	$9,995			$4,395	$3,295	$7,735			$3,295	$3,295[4]	$3,295			
Av.	$4,497			$5,850	$3,625	$9,518			$3,341	$4,877[4]	$3,757			
Max.	$6,385			$8,240	$4,965	$11,440		No data[3]	$3,480	$11,440[4]	$7,735			

TABLE 21. SUPPORT STAFF'S ANNUAL SALARIES, BY JOB CATEGORY (Continued)

	Tchr./Lib. Aide	Secrtry.	Admin. Special.	Admin. Assist.	Clerk	Accntant.	Manager	Cook	Driver	Main-tenance	Security	Custod.	Special Workers	Graphic Artist
POHNPE														
Min.	$4,584	$6,192	$10,227	$6,122	$3,930	$4,584		$3,120	$3,639	$3,930[4]		$3,369		$4,245
Av.	$4,584	$6,192	$10,227	$6,811	$4,616	$6,032		$4,421	$4,210	$5,052[4]		$3,369		$4,245
Max.	$4,584	$6,192	$10,227	$7,500	$5,722	$10,227		$5,725	$5,722	$6,122[4]		$3,369		$4,245
TRUK														
Min.	$1,905		$6,438		$1,905	$4,585		No data[5]	$2,334	$2,334[4]			$2,334[6]	$3,503
Av.	$3,960		$7,574		$3,169	$5,085			$3,718	$2,771[4]			$2,950[6]	$5,208
Max.	$6,017		$11,837		$3,503	$8,441			$4,291	$4,291[4]			$4,291[6]	$6,440
YAP														
Min.	$1,404[7]			$2,642	$2,808		$1,976	$2,808	$2,226					
Av.	$1,404[7]			$2,962	$3,127		$2,356	$2,985	$2,944					
Max.	$1,404[7]			$3,557	$3,765		$2,974	$3,162	$3,557					

Notes

1 Only generic support staff salary given.
2 Cafeteria managers.
3 Cooks not paid by DOE but under Government Social Service.
4 Carpenters.
5 Truk has cooks, but salary information is not available.
6 Dormitory parents.
7 Cultural teachers.

- Regionally, support staff salaries range from a low of $1,404 to a high of $37,644.
- Except in the Marshalls, where they work for Public Services, all Departments of Education employ cooks.
- The salaries for cooks range from $2,808 to $15,492, the approximate range for all support staff except accountants, who are paid significantly higher salaries.

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PUBLIC SCHOOL CURRICULUM AND INSTRUCTION

TABLE 22. SUBJECTS OFFERED, BY GRADE AND REQUIREMENT STATUS[1]

	Language Arts	Math	Social Studies	Science	Health/PE	Culture Studies[2]	Fine Arts	Vocational	Other
ASAMOA	English 1-12 Samoan 1-12	1-12	1-12	1-12	Health 1-12 PE 1-12	See note #3	Music 1-12 Art 1-16	Voc. Ed. 8-12	JROTC9-12
BELAU	English 1-12 Palau 1-12 (req. 1-5,9-10) Japan. 9-12	1-12(req. 1-11)	1-12	1-12(req. 1-11)	Health 1-8,11 PE 9-10 (req. 9)	See notes #2 and #3	Music 1-8	Voc. Ed. 6-12[4]	N/A.
CNMI	Carol.blng.1-7 Cham.bilng.1-8 Lang.arts 1-12	1-12(req. 1-9)	1-12	1-12	PE 1-12	See note #3	Art 1-12	Voc. Ed. 8-12	CLASP 2-4
GUAM	Lang.arts/Rdg. K-12 For.lng.8-12 (not req.)	K-12(req. K-11)	K-12	K-12(req. K-11)	Health K-12 (req.6-12) PE K-12 (req.6-12)	See note #3	Music K-12 (req.K-5) Art K-12 (req.K-5)	Voc. Ed. 9-12	JROTC9-12 GATE(Gifted & Talented Education)
HAWAII	K-12 For.lng.3-12 (not always req.)	K-12	K-12	K-12	Health 7,10 PE K-12 Guid K-12	4,7,11	K-12	Voc. Ed. 8-12	
KOSRAE	Language 1-12	K-12(req. 1-12)	1-12	K-12(req. 1-12)	Health/Nutrition 1-12	See note #3	Not Required	Voc. Ed.1-12	Pre School
MARSHL	English 1-12 Marshall. 1-10 (req.1-8)	1-12(req. 1-11)	1-12(req. 1-11)	1-12(req. 1-11)	Health 1-11 (req. 6-8)	Cult. Ed.1-9 (req. 1-8)	Art 1-9(req. 1-4)	Voc. Ed. 9-12 (not req.)	
POHNPE	Vernaclr. 1-8 English 1-12	1-12	1-12	1-12(req.)	Health 1-10 PE 1-12	See note #3	Not Required	Agricultr.7-12 Business 10-12 Home Arts 9-12 T&I 9-12(req. 10-12) Power Mech.9-12 (req.10-12)	Cultural craft

TABLE 22. SUBJECTS OFFERED, BY GRADE AND REQUIREMENT STATUS[1]

	Language Arts	Math	Social Studies	Science	Health/PE	Culture Studies[2]	Fine Arts	Vocational	Other
TRUK	Lang.art 1-12 Biling. 1-8	1-12	1-12	1-12	Health (not req.)	See note #3	Not Required	Voc. Ed. 7-12	Spec. Ed. Pre-K
YAP	Lang.Art 1-12	1-12	1-12	1-12	Health	Island cult. 1-12	Not Required	Voc. Ed.10-12 (not req.)	

Notes

1 Where not otherwise designated, courses are required of all students.
2 Culture Studies is defined regionally as teaching traditional ways of fishing, folklore, etc.
3 Culture Studies are integrated into language arts and/or social studies.
4 Agriculture, cooking, sewing, business, carpentry, construction, mechanics.

- Core subjects--i.e., those that are offered consistently throughout the grades--are standard region-wide; the core subjects are language arts, math, social studies and science.
- All jurisdictions offer vocational education at the secondary level.
- Fine arts is taught by many, but not all, jurisdictions.
- All jurisdictions offer health or physical education and most offer both.
- At least two languages are included in the language arts curriculum in the region's schools.
- Culture studies is taught throughout the region at all grade levels; in 2 jurisdictions it is a distinct subject and elsewhere is a part of the language arts or social studies courses.

TABLE 23. CURRICULUM, BY STAGE OF DEVELOPMENT, LEVEL OF IMPLEMENTATION, EVALUATION STATUS, AND DEVELOPER

	Language Arts	Math	Social Studies	Science	Health/PE	Fine Arts	Vocational	Other
ASAMOA								
Articulated[1]	Yes	Yes	Yes	Yes	Yes		Yes	
Usage[2]	100%	100%	100%	100%	100%		100%	
Evaluation[3]	Yes	Yes	Yes	Yes	Yes		Yes	
Developer[4]	DOE curric.	DOE curric.	DOE curric.	DOE curric.	DOE curric.		DOE curric.	
BELAU								
Articulated	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Usage	100%	100%	85%	90%	100%	100%	100%	
Evaluation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Developer	BOE Staff	BOE Staff	BOE Staff	BOE Staff	BOE Staff	BOE Staff	BOE Staff	
CNMI								
Articulated	Carol: In process Lg.art: Yes Cham: Yes	Yes	In process	Yes	In process	In process	Yes	
Usage	Carol: 100% Cham: 100% Lg.art: 100%	100%	100%	100%	100%	100%	100%	75%
Evaluation	Carol: No Cham: In process Lg.art: No	No	No	No	No			Yes
Developer	DOE task-force	DOE task-force	DOE task-force	DOE task-force	DOE task-force	DOE task-force	DOE task-force	DOE task-force
GUAM								
Articulated	Lg.art: Yes For.lg: Yes	Yes	Yes	Yes	Yes	Yes		
Usage	Lg.art: 100% For.lg: no data	Yes	No data	No data	100%	No data		
Evaluation	Lg.art: Yes For.lg: no data	No data	No data	No	Yes	No data		
Developer	Lg.art: RPE For.lg: C&Istaff	C&I Staff	C&I Staff	C&I Staff	C&I Staff	C&I Staff		

TABLE 23. CURRICULUM, BY STAGE OF DEVELOPMENT, LEVEL OF IMPLEMENTATION, EVALUATION STATUS, AND DEVELOPER (Cont.)

	Language Arts	Math	Social Studies	Science	Health/PE	Fine Arts	Vocational	Other
HAWAII								
Articulated	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Usage	100%	100%	100%	100%	100%	100%	100%	
Evaluation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Developer	No data on developer of curriculum on any subject							
KOSRAE								
Articulated	Yes	Yes	Yes	Yes	Yes		Yes	
Usage	100%	100%	100%	100%	100%		100%	
Evaluation	No	Yes	No	No	No		No	
Developer	CRDG	CRDG	CRDG	CRDG	CRDG		CRDG	
MARSHL								
Articulated	Yes	Yes	Yes	Yes	Yes			
Usage	60%	90%	80%	95%	90%			
Evaluation	No	No	No	No	No			
Developer	MOE Staff	MOE Staff	MOE Staff	MOE Staff	MOE Staff			
POHNPE								
Articulated	Vernac: no Engl: no	Yes	Yes	No	No		Yes	
Usage	Vernac: 60% Engl: 100%	100%	100%	100%	70%		100%	
Evaluation	No data	No	No	No	No		No data	
Developer	DOE Staff	DOE Staff	DOE Staff	DOE Staff	DOE Staff		DOE Staff	
TRUK								
Articulated	Lg.art: Yes Biling.: Yes	Yes	Not artic.	Not artic.	Yes		Yes	Yes
Usage	Lg.art:90% Biling.: 100%	100%	75%	100%	0%		100%	40%
Evaluation	No	No	No	No	No		No	No
Developer	Lg.art: SPC Bilng: Curric. writers	Curr.Comm.	Curr.Comm.	Curr.Comm.	DOE Staff		DOE Staff	DOE Staff

TABLE 23. CURRICULUM, BY STAGE OF DEVELOPMENT, LEVEL OF IMPLEMENTATION, EVALUATION STATUS, AND DEVELOPER (Cont.)

	Language Arts	Math	Social Studies	Science	Health/PE	Fine Arts	Vocational	Other
YAP								
Articulated	Yes, under revision	Yes	Yes	Yes	Yes	No	Yes	
Usage	100% .	100%	100%	100%	100%	100%	No data	
Evaluation	No	No	No	Yes	Yes	Yes	No	
Developer	Spec.; conslt.	Spec.; conslt.	Spec.; conslt.	Spec.; conslt.	Conslt.	Spec; conslt.	Spec.; conslt.	

Notes

1 Designates whether or not an across-grade articulated curriculum has been developed for the jurisdiction's schools.
2 Designates the extent to which the jurisdiction's designated curriculum is actually implemented at the classroom level.
3 Designates whether or not the curriculum has been evaluated. In only some cases does curriculum evaluation include evaluation of its implementation.
4 Designates who developed the curriculum.
5 Taskforce made up of teachers and curriculum and instruction staff.

- Curriculum development and articulation of curriculum are current projects in all jurisdictions in the region.
- Nine of the ten jurisdictions have an across-grade articulated curriculum in at least some core subject areas.
- Where data on implementation of curriculum are available, a high degree of use of the curriculum is reported, with some exceptions.
- Some jurisdictions do not have curriculum evaluation, or have it for only some subjects.
- In all jurisdictions, most curriculum is developed by local staff, either subject area specialists or teachers.

TABLE 24. INSTRUCTIONAL MATERIALS, BY ORIGINATOR[1]

	Language Arts	Math	Social Studies	Science	Health/PE	Culture Studies	Fine Arts	Vocational	Other
ASAMOA	English 20% Samoan 100%	0%	20%+50% Pacific	20%	PE 100% Health 20%			Business 20% Hmkg.&Ind.arts 50%	
BELAU	English 10%+ 40% Pacific Palauan 93%+ 7% Pacific Japan. 100%	5%	20%+ 10% Pacific	25%+ 5% Pacific	Health 25%+ 5% Pacific PE 60%	Included in Social Studies	Music 10%+ 90% Pacific	Agric. 90%+ 5% Pacific Cooking 5%+ 10% Pacific Sewing 20%+ 5% Pacific Business 15% Carpentry 25%+ 5% Pacific Construction 25%+ 5% Pacific	
CNMI	Carol. 85%+ 10% Pacific Cham. 97% Lang.arts 0%	0%	50%	100%	PE 2% Pacific	Included in Social Studies			
GUAM	Curriculum guides are available for each subject area. A majority of the materials for culture studies have been developed.								
HAWAII	Program guides and some curriculum materials have been developed for every subject area to supplement commercial texts and materials. No percentage figures are available on where they originated.								
KOSRAE	20%+ 57% Pacific	15%+ 5% Pacific	38%+ Pacific	5%+ 58% Pacific	10%+ 80% Pacific			65%	
MARSHL	English 10% Marshall.100%	10%	80%	10%	80%	100%		No materials	

TABLE 24. INSTRUCTIONAL MATERIALS, BY ORIGINATOR[1] (Cont.)

	Language Arts	Math	Social Studies	Science	Health/PE	Culture Studies	Fine Arts	Vocational	Other
POHNPE	Vernac. 100% English 20%+ 30% Pacific	20%	20%+ 60% Pacific	60% Pacific	Health 60%+ 20% Pacific PE 60%+ 20% Pacific			Agric.80%+ 10% Pacific Busin. No data Home arts 50% Pacific T&I 0% Power mech 0%	
TRUK	Lg.arts 90% Pacific Bilng. 75%+ 25% Pacific	10%	45%+5% Pacific	10%	25%+25% Pacific			30%+10% Pacific	Spec.ed. 20%+30% Pacific
YAP	45%+45% Pacific	8%	25%+40% Pacific	20%+25% Pacific	100%	100%		No materials	

Notes

[1]Percentages following each subject name indicate the proportion of the materials were developed in the jurisdiction itself. The second percentages, followed by the notation "Pacific", indicate the proportion that were developed elsewhere in the Pacific. Thus, the entry for American Samoa's social studies materials designates that the American Samoa Department of Education has developed 20% of its own materials and that, in addition, 20% were developed elsewhere in the Pacific. The remaining 30% of social studies materials used in American Samoa were not developed specifically for Pacific children.

- Significant materials development has taken place at the local level in the region and, in addition, considerable use is made of regionally developed materials.
- Most jurisdictions have developed significant portions of their own language arts curricula, especially in the indigenous languages, but also bilingual English curricula.
- Most jurisdictions use materials that were developed in other Pacific jurisdictions.
- Of the subject areas, math materials are most frequently non-Pacific in origin, ranging from none local or Pacific to 50% local where data is available.
- In most districts, more than half the social studies materials have local or Pacific origin.
- One-half of the districts use science materials that have a local or Pacific origin.
- Where culture studies materials are cited, they are locally developed.
- With the exception of agriculture, most vocational education materials are non-local in origin.

TABLE 25. TEXTBOOKS, BY SELECTING AGENT AND EVALUATION STATUS[1]

	Language Arts	Math	Social Studies	Science	Health/PE	Culture Studies	Fine Arts	Vocational	Other
ASAMOA	DOE; yes	DOE; yes	DOE; yes	DOE; yes	DOE; yes		DOE; yes		
BELAU	BOE; yes	BOE; yes	BOE; yes	BOE; yes	BOE; yes	BOE; yes	Music-BOE; yes	BOE; yes	
CNMI	PSS; yes,	PSS; yes	PSS; yes	PSS; yes	PPS; yes	PPS; yes	PSS; yes	PPS; yes	
GUAM	DOE; yes	DOE; yes	DOE; yes	DOE; yes	DOE; yes	Locally developed	DOE; yes	DOE; yes	
HAWAII	There is no prescribed text for any program area. However, there is a list of Approved Instructional Materials for schools to select from. Materials are added to this list after they are reviewed and assessed. Schools are involved in determining the most appropriate materials to purchase to meet the needs of their students.								
KOSRAE	DOE; yes	DOE; yes	DOE; yes	DOE; yes	DOE; yes			DOE; yes	
MARSHL	MOE: yes	MOE; yes	MOE; yes	MOE; yes	MOE; yes	MOE; yes	MOE; yes	MOE; yes	
POHNPE	Vernac: No data Engl. DOE; no data	DOE; yes	DOE; yes	DOE; yes	Health: DOE; yes PE: DOE; yes			DOE; yes	
TRUK	Lg.arts DOE; no Bilng. DOE; yes	DOE; no	DOE; no	DOE; no	DOE; no			DOE; no	DOE; no
YAP	DOE; yes	DOE; yes	DOE; yes	DOE; yes	DOE; yes	Other party; yes	DOE; yes	DOE; yes	

Note

[1] For each subject or subject area, the first entry designates who selects the textbooks. The second entry indicates whether or not textbooks are subjected to evaluation at the time of their selection.

- Department of Education staff select textbooks for the jurisdiction's schools
- In nine of the ten jurisdictions, textbooks are evaluated.

TABLE 26. TEACHER AND SPECIALIST STAFFS AND STAFFING NEEDS, BY SUBJECT AREA[1]

		Language Arts	Math	Social Studies	Science	Health/PE	Culture Studies	Fine Arts	Vocational	Other
ASAMOA	Tchr.	43,need 7	26, need 14	26, need 4	24, need 8	7, need 3	12, need 4	4, need 4	17, need 13	
	Spec.	7	2	3	2	5	5	2	2	
BELAU	Tchr.	197,need 24	80	175	169, need 3	169, need 3	Incl. in SS	1, need 3	19, need 10	
	Spec.	20,need 12	7, need 4	7, need 2	8, need 1	10, need 10			15, need 10	
CNMI	Tchr.	No data								
	Spec.			1		2	2			
GUAM	Tchr.	185	115, need 5	108	108, need 2	84		46		
	Spec.	5, need 4	0, need 1	0, need 1	1, need 1	2, need 6		1, need 1		
HAWAII	Tchr.		Needed		Needed					Special Ed:
	Spec.		Needed		Needed					Needed
KOSRAE	Tchr.	51	34, need 1	32		29	40		37	
	Spec.	1	1, need 1	1		1	1		1, need 1	
MARSHL	Tchr.	[Not applicable; teachers not specialized by subject below high school level]								
	Spec.	5, need 3	2, need 2	1, need 2	1, need 3	2, need 2	1, need 1	4, need 3	1, need 1	
POHNPE	Tchr.	No data	No data	No data	7, need30[2]	No data			8, need 5[3]	
	Spec.	4, need 6	1, need 1	2	2	2, need 2			1, need 5	
TRUK	Tchr.	No data	No data	No data	No data	No data			49	58, need 8
	Spec	5, need 2	2	2	1, need 1	0, need 2			2, need 3	3
YAP	Tchr.	[Not applicable: teachers teach in different subject areas]								
	Spec.	2	1	1	1		1, need 1		1	

Notes

[1] Subject area Specialists may include program consultants, specialists, and others.
[2] Figures for PE only.
[3] Figures do not include agriculture.

- Data are not sufficiently complete to indicate how many teachers are working in each subject area, nor is data available on the proportion of teachers who were trained for the specific subject area to which they are assigned.
- All jurisdictions identify a need for additional subject area specialists in core curriculum areas.
- Need for specialists appears particularly high in areas of vocational education.

GOVERNANCE AND FINANCE

TABLE 27. GOVERNANCE STRUCTURE OF THE DEPARTMENTS OF EDUCATION

	Highest official, selected by	Second official, selected by	Board of Education	Other Boards & Councils
ASAMOA	Director, appointed by Governor, confirmed by legislature	Deputy Director, hired by Director	Appointed by Governor (advisory capacity)	None
BELAU	Director, long-term government hire	Associate Director, long-term government hire	Appointed by President; board has been appointed; now working	Scholarship Board under a different Act
CNMI	Commissioner, appointed by Board	selected by Commissioner Associate Commissioner,	Elected	Councils of parents, by popular vote of parents
FSM[1]	Assistant Secretary DHR/Education, Long-term government hire	2-1/2 Administrators, hired by long-term government hire	Appointed by President	No school districts
GUAM	Director, nominated by Governor, confirmed by Legislature	Deputy Director, appointed by Director	Elected	None
HAWAII	Superintendent, appointed by Board of Education	Deputy Superintendent, appointed by Board of Education	Elected (13-member Board)	District Advisory Councils
KOSRAE	Director, appointed by Governor	4 Division Chiefs, appointed by Director	None	Open advisory boards
MARSHL	Minister, appointed by President from among the Senate	Appointed Secretary	None	None
POHNPE	Director, appointed by Governor and Legislature	Assistant to the Director appt. by the Director	None	None
TRUK	State Director of Education, appointed by Governor	Deputy Director, appt. by State Director of Education	Appointed by Governor	Familiar with education/community leader, appointed by principal
YAP	Director, appointed by Governor	3-member Management Team, appointed by Director	Appointed by Governor	Community School Board of community leaders, appointed by local district

Note 1 2-1/2 Administrators, 2 fte and 1/2 partly handles health matters.

- In seven of the eleven jurisdictions, the highest official in education is an appointee, usually named by and serving at the discretion of the governor or president.
- In eight of the eleven jurisdictions, the highest official in education may select the second ranking official(s).

- Eight of the eleven jurisdictions have a jurisdictional board of education and, of these, five have members appointed by the president or governor and three boards are elected.
- Five of the ten jurisdictions with school districts have local boards or councils for their schools.

TABLE 28. PROPORTION OF LAWS ENACTED WHICH ADDRESSED EDUCATION, LEGISLATIVE YEAR 1987-1988

	Education Legislation	Total Legislation	Percent On Education
ASAMOA	4	23	17%
BELAU	1	39	3%
CNMI	0	24	0%
FSM	7	86	8%
GUAM	6	20	30%
HAWAII	10	400	3%
KOSRAE	17	165	10%
MARSHL	1	62	2%
POHNPE	3	89	3%
TRUK	0	3	0%
YAP	14	131	9%

- Legislatures in the nine of the eleven jurisdictions passed laws relating to education in the past year.

- Most jurisdictions did not have large numbers of education-related laws in the past year, however, 17% of American Samoa and 30% of Guam's legislation related to education.

TABLE 29. PROPORATION OF GOVERNMENT BUDGETS ALLOCATED FOR EDUCATION

	Total Budget	Education Budget	
ASAMOA	$85,893,000	$17,162,000	(20%)
BELAU	$10,800,000	$1,366,000	(13%)
CNMI	$70,568,400	$8,561,200	(12%)
FSM	$12,976,996	$276,045	(2%)
GUAM	$223,158,696	$66,668,938	(30%)
HAWAII	$ 1,621,400	$384,700	(24%)
KOSRAE	$7,202,135	$1,985,394	(28%)
MARSHL	Not Available	$4,667,600	
POHNPE	$33,046,858	$7,218,319	(22%)
TRUK	$37,944,528	$4,747,252	(13%)
YAP	$14,055,832	$2,559,000	(18%)

- The proportion of government funds that go to education ranges across the region from a low of 2% to a high of 30%.

TABLE 30. PUBLIC SCHOOL PER PUPIL EXPENDITURES

	Materials and Supplies	Nonsalary Dollars	All Dollars	Estimated Need
ASAMOA	$53.24	$305.74	$1,300.00	$3,500
BELAU[1]	$14.65	$ 14.65	$ 419.51	$1,800
CNMI	$88.42	$489.57	$2,331.14	$3,500
GUAM	$30.00	$428.00	$2,621.00	$3,000
HAWAII	No data	No data	$3,748.38	No data
KOSRAE	$63.43	$281.42	$ 936.95	$1,037
MARSHL	$64.52	$272.75	$ 695.30	$3,000
POHNPE	$83.02	$337.36	$ 880.60	$2,000
TRUK	$32.65	$209.23	$ 641.78	$620
YAP	$67.87	No data	$ 788.00	No data

Note

[1] Revenues appropriated locally, not including U.S. Federal money.

- Data on expenditures per pupil are somewhat incomplete, so conclusions drawn here are tentative.
- Per pupil amount spent on materials and supplies varies by 600% across the region, for those jurisdictions reporting.
- Per pupil amount spent in non-salary dollars ranges across the region from an expenditure low of $209 to a high of $490; total dollars spent ranges from $420 to $3,748.
- Reporting jurisdictions estimate a need for a higher per pupil expenditure.

TABLE 31. BUDGETS OF THE DEPARTMENTS OF EDUCATION, SCHOOL YEAR 1987-88

	Income		Expenditures	
ASAMOA	Federal funds	$6,639,000	Travel	$179,000
	Local appropriations	9,426,500	Contracts	1,260,000
			Materials	2,460,000
			Equipment	303,500
			Personnel	11,296,000
			Other	567,000
	TOTAL	$16,065,500	TOTAL	$16,065,500
BELAU	Department of Instruction	1,200,000	Personnel	$3,494,427
	Federal	2,788,726	Books/Supplies	43,000
	TOTAL	3,988,726	Other	43,500
			TOTAL	$3,580,927
CNMI	Federal grants	$8,561,200	Personnel	$9,541,183
	Bilingual Transition	147,938	Supplies	458,085
	Personnel Consolid.	13,393,496	Other	2,078,366
	Bilingual State	50,000		
	Child Nutrition	1,500,000		
	Territ. Teacher Trng.	425,000		
	Special Education	879,828		
	Headstart	374,116		
	TOTAL	$25,331,578	TOTAL	$12,077,634
FSM	Department of Instruction	$235,845	Personnel	$179,059
	Federal programs	147,264	Travel	15,536
			Contracts	24,000
			Other	16,850
	TOTAL	$383,109	TOTAL	$235,445
GUAM	Local funds	$ 492,096	Personnel	$55,448,126
	Federal funds	66,176,842	Travel	36,490
			Contractual	1,479,214
			Supplies	4,886,260
			Equipment	1,901,248
			Utilities	2,164,157
			Capital outlay	257,460
			Miscellaneous	114,599
	TOTAL	$66,668,938	TOTAL	$66,287,554

TABLE 31. BUDGETS OF THE DEPARTMENTS OF EDUCATION, SCHOOL YEAR 1987-88 (Continued)

	Income		Expenditures		
HAWAII	General funds	$387,700,000		$383,400,000	
	Federal funds	66,500,000		56,600,000	
	Special funds	18,400,000		13,000,000	
	TOTAL	$469,600,000		$453,000,000	
KOSRAE	U.S. and local	$1,985,394	Personnel	$1,389,062	
			Travel	51,900	
			POL	15,800	
			Equipment	66,600	
			Other	462,032	
	TOTAL	$1,985,394	TOTAL	$1,985,394	
MARSHL	Government funds local	$3,323,900	Personnel	$3,781,800	(local + federal)
	Federal	2,899,000	Supplies	577,400	
			Travel	97,100	
			Other	1,766,600	
	TOTAL	$6,222,900	TOTAL	$6,222,900	
POHNPE	Administration	$135,400	Personnel	$4,452,958	
	Elementary	2,478,000	Travel	83,194	
	Secondary	778,200	Equipment	142,550	
	Youth	7,331	Furniture	211,000	
	Chapters 1 & 2	1,664,073	Supplies	680,536	
	Food services	1,400,837	Books/Library	183,306	
	Aging program	123,250	Printing	3,840	
	Pohn.Is.Cntrl.Schl. meals	20,000	Contractural Svcs	118,000	
	Aid to nonpublics	50,000	Training/Scholar	433,028	
	Voc.rehab.	130,000	Food stuff	715,168	
	PICS scholarship/grad fund	431,228	Others	194,739	
	TOTAL	$7,218,319	TOTAL	$7,218,319	

TABLE 31. BUDGETS OF THE DEPARTMENTS OF EDUCATION, SCHOOL YEAR 1987-88 (Continued)

	Income		Expenditures	
TRUK	Government funds	$4,747,252	Personnel	$7,156,116
	Chapter I & II	1,440,000	Travel	52,029
	Bilingual Ed.	414,418	Contract.Svcs.	1,191,894
	Teacher Training	267,115	POL (Fuel, etc.)	28,085
	Food Services	3,700,000	Equipment	109,975
			Supplies	537,600
			Personnel Benefits	98,118
			Freight	49,750
			Communications	2,375
			Food Stuff	1,000,000
			Rent	73,750
			Contract.Maint.	10,000
			Printing	7,000
			Training	46,500
			Other	205,593
	TOTAL	$10,568,785	TOTAL	$10,568,785
YAP	Dept.of Instr., regular	$ 699,766	Personnel	$1,019,937
	Federal	1,353,830	Equipment	90,428
	Other[1]	505,411	Text/Library	173,603
			Contracts	42,153
			Printing	29,485
			Scholarships	435,607
			Travel	166,851
			Furnit/Fixtures	27,400
			Food stuffs	70,550
			Consumable goods	231,124
			Communication	7,004
			Supplies	262,396
			Other	8,469
	TOTAL	$2,559,007	TOTAL	$2,559,007

Note

[1] This may account for carryover from previous year and other foreign aid and federal assistance programs.

- Outside of Hawaii, substantial portions of all departments' budgets come from U.S. federal funds, ranging from 38% in the FSM national education budget to 99% in Guam's education budget and averaging across the region, at over 50% U.S. federal funding.
- Over 60% of the region's Department of Education budgets are spent on personnel.

TABLE 32. MINIMUM PUBLIC SCHOOL DAYS AND HOURS[1]

	Days/Year	Hours/Day	Policy Status	Compliance
ASAMOA	185	6	DOE policy	3.5
BELAU	180	6-7	Law & DOE policy	4
CNMI	180	6	Law & DOE policy	3
FSM	180	6	DOE policy	2
GUAM	180	7	Law	4
HAWAII	176-183	6.5	DOE policy, Contract	4
KOSRAE	180	6	Law (days); policy (hours)	3
MARSHL	180	6	DOE policy	3
POHNPE	180	6	DOE policy	4
TRUK	160	Elem.=5; HS=6	DOE policy; schools	2.5
YAP	180	Up.grds=5; Low. grds=4	DOE policy	4.5
REGION				3.2

Note

[1] Ratings secured by Cadre indicate the extent to which these standards are adhered to: 4=totally; 3=almost always; 2=not by some schools or teachers; 1=not by many schools or teachers.

- Schools in the region maintain a standard of at least 180 days per year in session, usually set by departmental policy.
- The number of instructional contact hours ranges regionally from 4 to 7 hours per day.
- Compliance with minimum days and hours varies across the region from total compliance to failure of some teachers and/or schools to comply, but, regionally, compliance is good.

TABLE 33. SCHOOL COMPLETION REQUIREMENTS

	COMPULSORY THROUGH	DIPLOMAS AWARDED	
		Elementary	Secondary
ASAMOA	Grade 12 or age 18	None	Grade 12
BELAU	Grade 8 or age 14	Grade 8	Grade 12
CNMI	Grade 9 or age 16	Grade 9	Grade 12
FSM	Grade 8 or age 14	Grade 8	Grade 12
GUAM	Age 16	None	Grade 12
HAWAII	Grade 12 or age 18	None	Grade 12
KOSRAE	Grade 8 or age 14	Grade 8	Grade 12
MARSHL	Grade 8 or age 14	Grade 8	Grade 12
POHNPE	Grade 8 or age 14	Grade 8	Grade 12
TRUK	Grade 8 or age 14	Grade 8	Grade 12
YAP	Grade 8 or age 14	Grade 8	Grade 12

- Education is compulsory for every child in the region.
- In most jurisdictions grade 8 or age 14 is the required level of compulsory schooling, however, one jurisdiction sets compulsory level at grade 12 or age 18 and one jurisdiction sets it at age 16, without grade level designation.
- Certificates of school completion are given at grade 8 or 9 completion, except in three jurisdictions where no completion certificate is given until the high school diploma.
- High school graduation is set at completion of grade 12 in all jurisdictions.

TABLE 34. POLICY STATUS OF THE LANGUAGES OF INSTRUCTION

ASAMOA	Law
BELAU	Law; DOE policy
CNMI	Law
GUAM	Law
HAWAII	Law; DOE policy; exceptions made by Board for Hawaiian language.
KOSRAE	DOE policy
MARSHL	DOE policy; teacher discretion
POHNPE	DOE policy; teacher discretion
TRUK	DOE policy; school discretion; teacher discretion
YAP	DOE policy

- Language of instruction has been designated for public schools in all jurisdictions, either by law or departmental policy.
- In some jurisdictions, policy permits language of instruction to vary at the discretion of the teacher or the local school.
- Language of instruction policies are not enforced in the classrooms of some jurisdictions.
- Private schools may not follow the language of instruction policy of the public schools.

TABLE 35. POLICIES FOR PRIVATE SCHOOL CHARTERING

	Schools Chartered By	Standards For Chartering
ASAMOA	Director of Education	Philosophy, goals, objectives, curriculum, funding, teacher certification, facilities
BELAU	President, after Director's recommendation and Board of Education	Names of persons desiring to establish the school, proposed school location, course of instruction, language of instruction, other information as Director may require
CNMI	Board of Education	Safety, sanitation, and staff health clearance, teacher qualifications, language of instruction, curriculum, enrollment, financing, fee of $100, minimum school days and hours
FSM	Director of Education	[Not applicable]
GUAM	No	[Not applicable]
HAWAII	Superintendent, DOE	Philosophy, goals, objectives, curriculum, funding, teacher certification, appropriate facilities, safety and health clearance, etc.
KOSRAE	FSM Office of Education	Mission, curriculum, teacher certification, facilities, minimum school days
MARSHL	Department of Education	Staff qualifications, adequacy of facilities, etc.
POHNPE	FSM Office of Education	No data
TRUK	Governor and Director	Enrollment, facilities, location, teachers and staff, funding
YAP	FSM Office of Education	No data

- With the exception of Guam, private high schools in the region must be chartered by the local Department of Education.
- Standards for chartering vary by jurisdiction, but usually include criteria for facilities as well as curriculum and personnel.

TABLE 36. SPONSORS OF PRIVATE SCHOOLS

ASAMOA	Catholic Church, Seventh Day Adventist Church, Samoa Baptist Church, Manumalo Baptist Church, Independent
BELAU	Catholic Mission, Lutheran Mission, Seventh Day Adventist Church, Modekngei group, OISCA Palau Chapter
CNMI	Catholic Church, Baptist Church, Seventh Day Adventist Church, Saipan Community Church, Mariana Islands Community, Independent
GUAM	Catholic Archdiocese of Agana, Seventh Day Adventist Church, St.John's Episcopal Church
HAWAII	Church and private groups. There are 138 private schools with an enrollment of 33,775 students.
KOSRAE	Seventh Day Adventist Church
MARSHL	Church groups, Private groups
POHNPE	Seventh Day Adventist Church, Pohnpei Catholic School Organization, Baptist Church, Independent Protestant Organization
TRUK	Catholic Church, Seventh Day Adventist Church, Protestant Church
YAP	Catholic Mission, Protestant Preschool, Seventh Day Adventist

- Most private schools are sponsored by religious groups, leading among them the Catholic Church and the Seventh Day Adventist Church.

TABLE 37. ACCREDITATION STATUS OF PUBLIC HIGH SCHOOLS

ASAMOA	Western Assoc. of Schools and Colleges (7 schools)
BELAU	Are seeking accreditation
CNMI	Western Assoc. of Schools and Colleges (2 schools)
GUAM	Western Assoc. of Schools and Colleges (5 schools)
HAWAII	Western Assoc. of Schools and Colleges
KOSRAE	Seeking accreditation
MARSHL	Seeking accreditation
POHNPE	Some are seeking accreditation
TRUK	Seeking accreditation
YAP	Seeking accreditation

- Western Association of Schools and Colleges has accredited high schools in four of the ten jurisdictions with school districts.
- Six jurisdictions are currently seeking accreditation.

TABLE 38. HEALTH STANDARDS FOR PUBLIC SCHOOL STUDENTS AND PERSONNEL

	Stdts.	Tchrs.	Other staff	Requirements	Status
ASAMOA	Yes	Yes	Cooks, janitors	Staff: Yearly exam	Law
BELAU	Yes	Yes	All	Medical exam on hire; Students vaccinated	Law, DOE policy
CNMI	Yes	Yes	None	No data	DOE policy
GUAM	Yes	Yes		All Staff: Yearly exam, TB test	Law, DOE policy
HAWAII	Yes	Yes	All	Medical exam on hire; TB test	Law, DOE policy
KOSRAE	Yes	Yes	Cooks	Yearly physical exam	DOE policy
MARSHL	Yes	Yes	Cooks	Staff: Hospital clearance	DOE policy
POHNPE	Yes	Yes	Cooks	Staff: Physical exam Cook: Health certificate	DOE policy
TRUK	Yes	Yes	Cooks	No data	DOE policy
YAP	Yes	Yes	Yes,	Staff: Periodic exams and TB screening	DOE policy

- All jurisdictions have health standards for students and teachers and some have them for additional personnel, most frequently for cooks.
- Most health standards take the form of department policy, rather than law.

TABLE 39. PARENT AND COMMUNITY SUPPORT ORGANIZATIONS FOR PUBLIC SCHOOLS[1]

	Organization	Activity Level
ASAMOA	PTA	4
BELAU	Parent-Teacher-Student Assoc.	3
CNMI	PTA	3
FSM	Outreach Programs	[Not applicable]
GUAM	PTA, PTO, Parents Booster Club, Advisory Council	3
HAWAII	PTA	3-4
	Parent Booster Clubs	4
	School/District Advisory Councils	3-4
	Outreach Programs	2-3
KOSRAE	Parent-Teacher Association	2
MARSHL	Parent-Teacher Association	4
POHNPE	Parents Teachers Association	4
TRUK	PTA	4
YAP	Local Board Cadre	3

Note:

[1] Ratings secured by Cadre indicate organizations' overall level of activity: 4=very active (met 4+ times last year); 3=moderately active (met 3-4 times); 2=moderately inactive (met 1-2 times); 1=inactive (did not meet).

- All public schools in the region have some form of a parental and/or community support organization.
- Data do not sufficiently describe the activity level of these organizations for conclusions to be drawn, however, all jurisdictions report some activity by parent/community support groups.

SERVICES AND ACTIVITIES

TABLE 40. SERVICES PROVIDED TO PRIVATE SCHOOLS, BY AGENCY

	Bussing	Meals	Materials	Training	Medic/Dental	Equipment	Salaries	Renovations	Other
ASAMOA	DOE	DOE	DOE	DOE					
BELAU	DOE	DOE	Other agent	DOE	Other				
CNMI	DOE	DOE	DOE	N.M.College					
FSM	DOE		DOE	DOE	DOE	DOE	DOE		
GUAM	Public Wks.		DOE	DOE					See Note #1
HAWAII									See Note #2
KOSRAE	Public Wks.	Self	DOE	Self	DOE	DOE	Self	Self	
MARSHL		Social Serv.	DOE	DOE					
POHNPE			DOE/Ch. I&II			Ch. I & II			
TRUK		Food Serv.	Ch. I	Tchr.Trng.		Ch. I	Ch. I	DOE	
YAP			DOE	DOE					

Note
1 Participation in scholarship programs provided by DOE
2 Federally funded projects such as Chapter I, Chapter II, Title VII

- Departments of education throughout the region provide services to private schools, varying by jurisdiction, but including bussing, meals, instructional materials, equipment, teacher training, medical/dental care for students, renovation of facilities, and teacher salaries.
- Some services to private schools are provided by other governmental agencies.

TABLE 41. SPECIAL SERVICES PROVIDED, BY TYPE AND RECIPIENT[1]

	Pre-School	Handicapped	Remedial	Talent/Gift	Testing	Vocatnl. Programs	Social Work	Voc.Rehab.	PACE	Trad. Skill	Contin. Education	Student Exchange
ASAMOA	All	All	All	All		All					All	All
BELAU		All	All	All	All	Public	Public			Public	All	All
CNMI	Public	Public	Public	Public	Public	Public	Public	Public				
GUAM	Income Elig.	All	All	All	All[2]	Public	All	All	All	Public		Public
HAWAII	Spec. Ed.	All	All	All	All	All	All	All		All	All	
KOSRAE	All	All	Public	Public	All	Public	Public			Public		
MARSHL		All	Public		All	Public		Public		Public	Public	
POHNPE	All	All	Public		All	All		Public		Public	Public	All
TRUK	Public	Public	Public			Public					Public	
YAP	Public	Public						All				

Notes

[1] "All" indicates that eligible private school students, as well as public school students are served.

[2] Psychological and social testing is given to private schools on request; achievement testing is only provided for the public schools.

- Some eligible students in the region receive special services, such as preschool, remedial, handicapped, gifted and talented, testing, social work, vocational rehabilitation, and continuing education.
- No jurisdiction offers this full range of services.
- Special services are often not sufficient to serve all eligible students.
- Some special services are provided to private, as well as public, school students.

TABLE 42. EXTRACURRICULAR ACTIVITIES IN THE PUBLIC SCHOOLS

	Sports/PE	Honor Society	Music Groups	Student Gov't.	Debate	Clubs	Scholastic Contests	Vocational Events	Field Trips	Newspaper	Social Activities
ASAMOA	All	HS	HS	HS						HS	
BELAU	All	HS	ES, HS	HS	HS	HS	9-12	9-12	All	ES, HS	All
CNMI	No data										
GUAM	All	All	All	HS	HS	6-12	2-12	All	All	All	All
HAWAII	All	7-12	All	All	All	7-12	All	All	All	All	All
KOSRAE	All						All	All			
MARSHL	All		HS	All		HS	HS		All	HS	HS
POHNPE	1-12			9-12		9-12	3-8	7-8	1-12		All
TRUK	All				6-12	11-12			PreS,1-8,12		
YAP							Elem.		12		

- All schools in the region offer extracurricular activities, such as music, sports, honor and debate societies, scholastic contests, vocational events, field trips, and newspaper.
- One jurisdiction offers this full range of activities.
- These activities are generally not offered at all grade levels and many are offered only at the secondary schools.

FACILITIES

TABLE 43. SCHOOLS AND THEIR LOCATION

	PUBLIC SCHOOLS					PRIVATE SCHOOLS					TOTAL
	Elementary Schools[1]		High Schools[2]		Total Public	Elementary Schools[1]		High Schools[2]		Total Private	
	Outer Islands	Total	Outer Islands	Total		Outer Islands	Total	Outer Islands	Total		
ASAMOA	3[3]	28	1[3]	5	33	0	7	0	2	9	42
BELAU	3[4]	24	0	1[7]	25	0	2	0	4[7]	6	31
CNMI	1[5]	4[6]	0	6[7]	10	0	1[6]	0	2[7]	3	13
GUAM	0	30	0	5	35	0	13[8]	0	6	19	54
HAWAII	53[9]	193[10]	17	38	231	29	106	8	32	138	369
KOSRAE	0	5	0	1	6	0	1	0	0	1	7
MARSHL	64[11]	76	1[11]	2	78	7[11]	20	0	6	26	104
POHNPE	6[12]	38	0	1	39	0	3	0	5	8	47
TRUK	29[13]	92	2[13]	6	98	0	8	0	2	10	108
YAP	17[14]	29	1[14]	2	31	0	1	0	0	1	32
REGION	176	519	22	67	586	36	162	8	59	221	807

Notes

1 Grades 1-8 are clustered as elementary school, for regional comparison. In addition, American Samoa, CNMI, Guam, and Kosrae have kindergartens, and American Samoa and Guam have prekindergartens. They are here included in elementary. For Guam, middle schools, grades 6-8, are included with elementary.

2 Grades 9-12. Yap's grade 9 middle schools are included with high school for this regional profile, as are CNMI's junior highs, encompassing grades 8-9.

3 Islands other than Tutuila, Tau, and Olosega.

4 Islands of Sonsorol, Pulo Anna, and Hatohobei.

5 Islands other than Saipan, Tinian, and Rota.

6 Through grade 7 only.

7 Includes grade 8.

8 Includes one grade 7-9 middle school.

9 Includes 1 special school; some outer island schools are K-6, K-8, K-12

10 Includes 5 special schools (Oahu)

11 Islands other than Majuro and Kwajalein.

12 Islands other than Kosrae.

13 Islands outside of Truk Lagoon.

14 Islands other than Yap.

- There are 807 schools in the region, including 681 elementary and 126 secondary schools.
- Of the region's schools, 242 are on outer islands, 30% of the total schools.
- 212 elementary schools, 88% of the total number in the region, are on outer islands and 30 high schools, 12% of the total number.
- 586 or 73% of the region's schools are public schools.
- Of the region's elementary schools, 519, or 76%, are public schools while just 59, or 47%, of the region's high schools are private schools.
- The public schools provide most outer island elementary education (83% of outer island elementary schools are public).
- Jurisdictions vary in the number of schools, from a low of 7 to a high of 369.
- The number of schools does not correspond directly to the school student population, but rather is highly influenced by the number and remoteness of islands in the jurisdiction.

TABLE 44. SCHOOL BUILDINGS

	PUBLIC SCHOOLS			PRIVATE SCHOOLS			TOTAL
	Elem.[1]	High[2]	Total Public	Elem.[1]	High[2]	Total Private	
ASAMOA	194	32	226	22	14	36	262
BELAU	46	9	55	4	15	19	74
CNMI[3]	56	19	75	10	6	16	91
GUAM[4]	23	11	34	13	26	39	73
HAWAII[5]			231			No data	231
KOSRAE	17	8	25	1	0	1	26
MARSHL	90	14	104	33	18	51	155
POHNPE	95	9	104	4	15	19	123
TRUK	212	71	283	14	3	17	300
YAP	39	15	54	8	None	8	62
REGION	772	188	1191	109	97	206	1397

Notes

[1] Grades K-8 clustered as elementary school.
[2] Grades 9-12 clustered as high school.
[3] Junior high, grades 8-9, included with high school.
[4] Guam data represent number of schools and not school buildings.
[5] Hawaii data represent number of schools (225 regular schools and 6 special schools)

- Data on number of school buildings are incomplete from the jurisdictions in Guam and the region. Hawaii only reported the number of schools in their jurisdictions.
- Of the total buildings, public and private, reported here, approximately 63% are elementary school buildings.
- Of the total buildings reported here, approximately 85% are public school buildings.

TABLE 45. CLASSROOMS

	PUBLIC SCHOOLS			PRIVATE SCHOOLS			TOTAL
	Elem.[1]	High[2]	Total Public	Elem.[1]	High[2]	Total Private	
ASAMOA	582	128	710	44	29	73	783
BELAU	160	9	169	19	29	48	217
CNMI[3]	174	94	268	33	12	45	313
GUAM[4]	651	252	903	111	49	160	1,063
HAWAII[6]			8,011			No data	8,011+
KOSRAE[8]	80	26	106	4	0	4	110
MARSHL	285	53	338	50	141	191	529
POHNPE[7]	275	9	284	24	15	39	323[7]
TRUK	500	110	610	45	12	57	667
YAP	140	No data	140+	9	None	9	149+
REGION	2,847+	681+	11,539+	339+	287+	626+	12,165+

Notes

1 Grades K-8 clustered as elementary school.
2 Grades 9-12 clustered as high school.
3 Junior high, grades 8-9, included with high school.
4 Guam updated its figures.
5 There are also 757 portable classrooms.
6 Kosrae included
7 Estimated 42% sub-standard.

- Data on number of classrooms are incomplete, however, it is safe to conclude that the region has approximately 12,265 classrooms.
- Of the total number of classrooms reported here, 95% are in the public schools.
- Of the total number of classrooms reported here, 26% are in elementary schools.

TABLE 46. STUDENTS PER CLASSROOM

	PUBLIC SCHOOLS				PRIVATE SCHOOLS			
	Elementary[1]		High School[2]		Elementary[1]		High School[2]	
	Policy	Actual	Policy	Actual	Policy	Actual	Policy	Actual
ASAMOA	21	25	21	25	25	25	25	25
BELAU	25	15	25	22	25	18	25	18
CNMI[3]	30	22	30	18	30	22	30	28
GUAM	26[4]	28[4]	26	30	30	28	30	26
HAWAII				No data				
KOSRAE	None	21	None	30	30	20		
MARSHL	None	28	None	16	22	No data	25	No data
POHNPE	30	30	30	30	30[5]	26[5]	30	24
TRUK	30	21 est.	25	30 est.	25	No data	25	35 est.
YAP	25	14	25	17	25	No data	No high schools	

Notes

1 Grades K-8 clustered as elementary school.

2 Grades 9-12 clustered as high school.

3 Junior high, grades 8-9, included with high school. Averages of students per classroom based on 4 year high schools only. Students per classroom in junior high average 22.

4 Public kindergarten has lower numbers of students per classroom: 18, by policy, 20 actual.

5 Figures do not reflect one grade 9 middle school. That school has an actual rate of 17 students per classroom.

- Most, but not all jurisdictions have a policy on numbers of students per classroom for public schools; most private schools have policies as well.
- Data on numbers of students per classroom are incomplete, however, figures reported here indicate that policy on number of students per classroom in the public schools ranges from 21 to 30.
- Actual numbers of public school students per classroom ranges regionally from 14 to 30 for elementary and from 16 to 35 for high school.
- Some jurisdictions' public schools have actual numbers of students per classroom that exceed the limit set by policy, while others have substantially fewer students per classroom than policy permits.
- Private schools range from 25 to 30 in their policies for students per classroom, but some of these limits are exceeded.

TABLE 47. HEALTH AND SAFETY STANDARDS FOR PUBLIC SCHOOL FACILITIES

	Responsible Agency	Criteria	Compliance	Status
ASAMOA	Public Works, monitored by DOE	No data	90%	Law
BELAU	Health Serv.,DOE, & Public Works	Building safe, sturdy, ventilated; well-lighted rooms; restrooms & kitchen sanitary; paint safe; classrooms regulation size	75%	Law & DOE policy
CNMI	Public Works	No data	78%	Law
GUAM	Public Works, Fire Dept., EPA	Quarterly inspections for health & safety; monthly for fire; environmental	100%	Law & DOE policy
HAWAII	No data	No data	No data	No data
KOSRAE	Constr.& Engin. Office	Inspection incidentally	80%	DOE policy
MARSHL	DOE, Carpenters	Building inspection	50%	Informal practice
POHNPE	Health serv. & DOE carpenters	Building inspection yearly	70%	DOE policy
TRUK	Field Supervisors	Firm, safe building; free from public nuisance; water-sealed toilet; clean water; grass cut; clean classrooms	75%	Law & DOE policy
YAP	No data	No data	80% est.[1]	DOE policy

Note

[1] Standards were new in 1981 and are still in the process of coming into effect.

- All jurisdictions have standards for facilities safety, set either by law or department of education policy.
- Standards vary, but tend to include presence and sanitation of toilets, sanitation of eating facilities, ventilation, fire hazard, cleanliness of classrooms, and sturdiness of the building itself.
- Compliance levels are estimated to range regionally to 100% standards met to 50% standards met.

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TABLE 48. ADEQUACY OF PUBLIC SCHOOL FACILITIES[1]

	Langs.	Math	Health	Lab Sci.	Phys.Ed	Music	Computer	Resrce	Lib.	Admin.	Counsel.	Custod.	Storage	For.Lg.	Soc.St.	Voc.Ed.
ASAMOA	5	5	2	4	2	3										
BELAU	4	4	3	4	4	3	5	3	3	4	4	3	3	3	4	4
CNMI	5	5	2	4	2	2	2	2	2	2	2	2	2			
GUAM	3	4	2	2	3	3	4	3	4	4	4	3	3	3	3	3
HAWAII	5	5	5	3-4	4	4	3-4	4	4-5	4-5	4	4		4	5	4
KOSRAE	4	4	4	3	2	1			2	4			3			3
MARSHL	2	2	2	3	3	2	4									
POHNPE	4	4	3	2	2											
TRUK	4	4	3	2	2	1									4	3
YAP	4	4	4	2	4	1	4	4	4	4	4		3		4	3
REGION	3.9	4	2.8	2.9	2.8	2.2	3.7	3.2	3.3	3.8	3.6	3	3	3.3	4	3.3

Note

[1] Rating secured by the Cadre indicates level of facilities adequacy: 5=excellent; 4=satisfactory; 3=marginal; 2=inadequate; 1=very inadequate.

- Overall in the region, public school facilities are judged as inadequate to marginal.
- Public school facilities for classroom subjects such as math and language arts are judged satisfactory to excellent.
- Public school facilities for health, laboratory sciences, physical education, music and storage are widely judged very inadequate.
- Public school facilities for social studies was rated satisfactory. However, computer, administration and counciling facilities were judged marginal to satisfactory.

TABLE 49. PUBLIC SCHOOL BUILDING AND EQUIPMENT MAINTENANCE

	Buildings	Equipment
ASAMOA	Planned by DOE Business and Maintenance Departments	Planned by DOE Business Department
BELAU	Bureau of Public Works and Bureau of Education evaluate buildings; BOPW does repair work; replacement every 10 years for wooden and every 25 years for concrete buildings	Bureau of Public Works & Bureau of Education evaluate and check equipment; BOPW does repair work; replacement every 3-4 years.
CNMI	Principal and CIP Coordinator conduct annual review	Based on need; 5-year replacement schedule outlined
FSM	None	None
GUAM	DOE conducts maintenance based on replacement in 20 years for concrete buildings, 10 for wooden buildings	Based on manufacturers specifications, but this is inadequate
HAWAII	Repair and Maintenance conducted by the Department of Accounting and General Services. Capital Improvement Projects determined by DOE and administered through Dept. of Accounting and General Services after funding by the Legislature.	As needed, determined by schools.
KOSRAE	Plan 5-7 years for replacement or renewal; work by local contractors	Two year schedule
MARSHL	Plans for inspections and replacement/repair, as needed, by DOE personnel	As needed
POHNPE	Planned; conducted by DOE maintenance personnel	None
TRUK	No schedule; estimate replacement every 20 years as funding available	No schedule; as needed when money is available
YAP	No schedule; DOE provides materials and community does the work	No schedule; as needed

- Most jurisdictions have public school building maintenance policies, but they vary throughout the region.
- Most jurisdictions have public school equipment maintenance and replacement policies, but they vary throughout the region.
- Maintenance and replacement of buildings and equipment are challenges to resources of the DOE in the region.

TABLE 50. PROJECTED CLASSROOM REQUIREMENTS, 1990

	ADDITIONAL CLASSROOMS REQUIRED	BASIS OF PROJECTION	
		Basis for Population Changes	Role of Private Schools
ASAMOA	12 rooms (150 students)	Immigration	Remain about the same
BELAU	25 rooms (490 students)	Demographic projection	Slightly lesser role
CNMI	50 rooms, est. (740 students)[1]	Demographic projection	Increase at elementary level, but not at secondary level
GUAM	56 rooms (556 students).	Research, Planning & Evaluation Department	Remain about the same
HAWAII	2 schools Konawaena and Pahoa	Demographic projection of population growth	Remain the same
KOSRAE	16 rooms (202 students)	DOE Five-Year Plan and population growth	Greater role
MARSHL	63 rooms[2]	Growth of overall population to 45,000 (from 35,600)	Greater role
POHNPE	66 rooms	Immigration and replacement for substandard ones	Greater role
TRUK	None	4% increase per year based on one class size increase	Greater role
YAP	No data		No data
REGION	239+ rooms (2,500+ students, est.)		

Notes,

[1] Includes rooms required for new programs.

[2] The urban schools on Majuro and Ebeye are overcroweded, so assuming that one classroom should have 25 students, dividing the current number of students by 25 = 165 classrooms; the actual number is 102, so 61 more are needed, even if one assumes no need in outer island schools.

- While data are incomplete, based on projected population growth and influx of immigrants, at least eight jurisdictions will need additional public school classrooms by 1990.
- In reporting jurisdictions, the total number of classrooms needed is 239, representing an average increase of 10%, regionally, in the number of classrooms.
- Among the jurisdictions reporting need for additional classrooms, the numbers range from 12 to 66 and represent up to a 18% increase in the total number of classrooms.
- Numbers of public school classrooms required in the region will increase despite an increasing role of private schools by 1990 in some jurisdictions.

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